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I AM A TEACHER

THEREFORE

I BELIEVE

in the efficacy of Faith and Hope and Love in transforming and inspiring life.

I BELIEVE

that Faith is the substance out of which any worthy future for my boys and girls is to be made; without it, I cannot teach; with it, I have the forces of life at my command.

I BELIEVE

in Hope, for it makes the daily life worth living, puts gladness in the heart, paints the rainbow on the clouded sky.

I BELIEVE

in Love that redeems faith and hope from selfish ends; without love for my boys and girls, teaching is a trade; with it teaching becomes a divine calling.

LEWIS B. AVERY,

Editorial

ARTHUR HENRY CHAMBERLAIN

Dr. Irwin Shepard, known personally to more men and women throughout the United States than any other American educator, and from 1893 to 1912, Secretary of the National Education Association,

Dr. Irwin Shepard: died at his home in Winona, Minnesota, on April 16.

An Appreciation For some months previous to his death, he had been living quietly at home, renewing old acquaintances, writing to his many friends, and apparently in good health.

It is difficult in a few sentences to characterize properly the life and achievements of Dr. Shepard. Particularly is this a difficult task for one who, knowing him intimately for years, as man, as teacher, as educational leader, could always seek his advice, and ask his judgment, knowing that no sentiment of friendship would stand in the way of such judgment or advice, even though it should run counter to the established order.

The National Education Association, without doubt the greatest educational body in the world, and through the work of whose committees and reports education has in no small degree been shaped, owes its development more largely to the untiring efforts of Dr. Shepard than to any other one man or woman in the organization. Conscientious and painstaking in the extreme, honest to the last word, he was a friend to everybody, yet gave no more consideration to those in authority than to the teacher of the most outlying district in the country. It has been a marvel to those who knew him best, as to how he could carry on the manifold duties of his office, and even in the press of a big convention, with details to arrange and scores of people waiting at his word, to be able to see anyone and everyone who came to him, and dispatch the business with satisfaction to all.

If he possessed one characteristic above another, aside from his great ability to handle masses of details and large educational interests, it was his sympathy and consideration for strangers as well as friends. Let it be remembered at the same time, that he always demanded in his associates absolute loyalty, because this he himself gave. As a teacher, and as President of the State Normal School at Winona, he would tolerate nothing but the very best work on the part of every teacher and pupil. Every handling of a situation in which he was placed in the educational world was characterized by bravery. This was only a reflection of his work upon the battlefield, where time after time, as a soldier in the Civil War, he offered his services or was selected for tasks that gave every promise of loss of life in their performance. Since Dr. Shepard never recounted in public his Civil War experiences, it is not generally known that many years after the close of the war, the authorities at Washington, learning of an act of peculiar bravery in which Dr. Shepard and a companion had figured, sent for the former that proper ac-

knowledge might be made. To show the real man that he was, Dr. Shepard refused to accept this acknowledgement, unless his companion was singled out and likewise rewarded.

A great work well done, a life well spent, Dr. Shepard will, as time goes on, be classed with a group of educators that has helped to make on this continent the greatest system of schools in the world. His worth will be better understood in years to come than it is today.

The last state to reorganize her association work on the basis of the plan of the California Teachers' Association, is Oregon. It is proposed to bring together and affiliate the various associations in the state, to have a central administrative body, a paid secretary and editor, and an official journal. Beginning with July 1, the Oregon Teachers' Monthly becomes the official journal of the State Teachers' Association. There will be an Editorial Board, and the magazine will give publicity to the reports of the work of the Association and central body, and consider as well educational problems of interest to teachers in all fields of endeavor. The Association expects to take up this year for consideration, a number of important educational problems, and to do such real constructive work as will be of value to the teachers throughout the state.

After a careful study by the Oregon people of the work of the California Teachers' Association and Council of Education, the various activities in which our organization is engaged, and the possibilities for future development in the lines of educational propaganda, school legislation, improvements needed in an official organ, and the opportunities for advancing the interests of the teachers and the schools, it has been decided to increase the membership fee in the Oregon Teachers' Association to \$1.50, this to include a subscription to the Oregon Teachers' Monthly.

This is an advance step for Oregon to take. It is conceded everywhere throughout the nation, that more advanced educational legislation has been initiated and carried through by the California Teachers' Association, than by any other state organization in the United States. This work, together with the ever increasing pressure in general educational lines, calls for more funds, unless we are to take a backward step. The teachers of California owe it to themselves to protect themselves. They should study carefully the work being accomplished by teachers in the states of Washington, Colorado, New York, Oregon, and elsewhere. In Oregon, women teachers last year received on an average of \$1.20 per month increase over the salary received the previous year. The increase for men teachers was 69 cents per month. There is need enough for increase in both cases, as the average monthly salary in Oregon is \$64.15 for women, and \$86.25 for men. As the average length of school term is 7.4 months, the yearly salary for women amounts to \$474.71 and the men, \$638.25. If the teachers of Oregon use judgment and hang together through their new form of organization, they may accomplish much.

The following letter and accompanying resolution are self-explanatory:

Merced, California, May 6, 1916.

Dear Mr. Chamberlain:

Criticism from Without The Grammar School Principals of Merced county met on April 22 and organized, under the name, Grammar School Principals' Association of Merced county. Resolutions were adopted and I was instructed to mail you a copy with the request that you publish them in the next issue of the Sierra Educational News. I am enclosing copy of resolutions.

Yours very truly, C. S. CLARK.

Whereas, our forward looking progressive citizenship has incorporated into the Constitutional law of the State of California the principles of government, commonly known as "The Initiative and the Referendum," and whereas the rights and privileges of the common people have been securely safeguarded and perpetuated thereby; and

Whereas, the tendency of such beneficent principles of government has been to make government more democratic and less bureaucratic; and

Whereas, the complaint has become very general among the rank and file of the teachers of the State of California as represented by the membership of the California Teachers' Association, that their governing body known as The Council of Education does not represent in legislative and administrative affairs the will of the great body of teachers constituting the membership of the California State Teachers' Association; therefore, be it

Resolved, by the Grammar School Principals' Association of Merced County, that we favor the immediate adoption of the principles of the Initiative and Referendum as applied to the acts and recommendations, and legislative proposals of the Council of Education of the C. S. T. Association, thereby rendering this body more subservient to the will of the great majority of the membership of the State Teachers' Association; be it further

Resolved, that a copy of these resolutions be forwarded to the Sierra Educational News, the official organ of our State organization, for publication; that copies be sent to the various County Institutes throughout the year, as well as to teachers, principals, and teachers' organizations throughout the State, and that this organization will work steadfastly for to have this democratic form of government adopted as one of the fundamental principles of the government of the California State Teachers' Association.

The formation of Grammar School Principals' Associations seems to be the order of the day. We are of the belief as stated in our editorial on the subject appearing in the March number of this magazine, that there is a legitimate field for the work of such organizations. We have as a matter of fact been advocating the coming together of grade school principals to discuss the specific problems confronting them. We shall be glad to help push along the good work of organization anywhere in the state. There should, however, be no disposition on the part of members of grammar school principals' association or other organizations to imagine that everybody else is wrong and that they alone are right, or that some other educational body is working to their detriment. The grammar school principals' associations and the high school principals' association and all other educational bodies should pool their interests when it comes to state wide educational issues. The members of these organizations and of all others should be, primarily, members of the California Teachers' Association.

We wonder somewhat at the statement, in the resolution above written, that "the complaint has become general among the rank and file of teachers," that their own association does not represent them. And where did the framers of the resolution get the idea that the California State Teachers' Association has a "governing body known as the Council of Education." If the Council "does not represent in legislative and administrative affairs the will of the great body of teachers constituting the membership of the California State Teachers' Association," whose will, pray tell, does such body represent? It is evidently a timely thing that we are soon to republish through the columns of the Sierra Educational News, the By-Laws of the organization, that those unacquainted with the principles upon which the association is founded may learn at first hand of its plan and purpose.

The Council of Education is not the governing body of the Association. It is the representative body of the Association, and is therefore, the servant of the Association. It was brought into existence by the Association, its life is prolonged only as members of the Association so desire. And if the Council of Education does not represent "the great body of teachers," is it because through its efforts, substantially \$85 was saved to every teacher in the State last year; or because of the progress that has been made in a more permanent tenure for teachers; or because of the work looking toward salary increase; or because of the Retirement Salary Law, which could not have been written into the statute books but for the work of the Council of Education and the Teachers' Association; or for the enactment into law of 13 of the 15 measures proposed at the last legislature session; all of which either originated with the teachers, or were endorsed by them at one or another of the section meetings of the C. T. A.; or for any of the dozen and one important advances in education which it will not be necessary to mention to those members of the Association who are alive to educational advance in this state?

This is not the time or place for a discussion of the merits or demerits of the principles of the initiative and the referendum. We wonder, however, at the suggestion as embodied in the above resolution, coming from the Grammar School Principals' Association in Merced county, as at this particular time, the membership in the State Teachers' Association for Merced county is so limited, that their grade principals as a body can hardly know what is going on in California's educational world. They have had no hand either in endorsing or opposing any educational program of "legislative and administrative affairs," as they did not meet with the Central Section at Fresno, which body endorsed the work of the Council and of the Association. It is significant that only four of the grammar school principals whose organization passed this resolution, are members of the California Teachers' Association, and that neither the President nor Secretary are of this number.

CALIFORNIA COUNCIL OF EDUCATION.

MEETING BOARD OF DIRECTORS

THE meeting of the Board of Directors of the California Council of Education was held in the office of the Executive Secretary, 930 Monadnock Building, S. F., at 8 p. m., April 21, 1916, with President Cox in the chair. Other members present were A. J. Cloud, C. H. Covell, J. A. Cranston, Edith M. Hodgkins, Anna Keefe, E. W. Lindsay, H. G. Rawlins. The minutes of the meeting of the Board of Directors held in the U. S. Grant Hotel in San Diego, Friday evening, November 12, 1915, and of the adjourned meeting held in the Music Room, High School, San Diego, November 13, 1915, were approved as read by the Secretary.

The President called for the report of the committee on bids for printing the Sierra Educational News. The Secretary read the various bids, announcing that the committee, composed of Miss Hodgkins, Mr. Cox and Mr. Cloud, had awarded the contract to The Marshall Press. Mr. Covell moved that the action of the committee be ratified. Mr. Cloud

raised the question of the News being printed in a non-union shop, saying it had affected the memberships in the Bay section. The Secretary stated that the committee had instructions to accept the lowest bid, consistent with satisfactory work; that the matter of the union shop had not occurred to the committee and that the contract was awarded in good faith. He further stated that the matter had been fully explained to the labor officials to their apparent satisfaction. The Secretary suggested the continuance of this committee in the event that bids are to be again secured. Mr. Cranston moved as a substitute motion that the committee be continued with power to act. After some discussion on the probable loss of memberships in the Bay section, Mr. Cranston withdrew his motion with permission of the second by Mr. Cloud, and the original motion, that action of the committee be ratified, was unanimously adopted. Mr. Cloud moved the appointment of a committee, preferably a new one. Following discussion, Mr. Cranston moved, Miss Keefe seconded, that same committee be continued with power to act. Motion unanimously carried.

REPORT OF AUDITING COMMITTEE.

Dr. H. R. Hatfield,
Auditor California Council of Education,
Dear Sir:

I have today checked over the outgoing vouchers of the California Council of Education, and compared with the entries in the Cash Book (1915). I find they all agree.

Very truly yours,

ALBERT C. SNEAD,
MARY M. FITZ GERALD.

The Auditing Committee beg to report that they have examined the accounts of Mr. A. H. Chamberlain, Secretary, for the year ending December 31, 1915.

Proper vouchers for all payments have been submitted.

The receipts for membership have been duly verified by statements from the secretaries of the several sections.

The amount of cash on hand January 1, 1916, as shown by the books, \$332.50, is found correct, and is verified by statement from the Oakland Bank of Savings.

Respectfully submitted,

March 19, 1916.

H. R. HATFIELD, Chairman.

Report of the Auditing Committee, signed by Professor H. R. Hatfield, Mrs. M. M. Fitzgerald and Mr. Albert C. Snead, was presented, and on motion of Mr. Lindsay, adopted. On motion of Mr. Cranston and in consideration of the fact that year after year, Mr. Hatfield has willingly tendered his services as expert accountant, the Secretary was instructed to write him expressing the appreciation of the Board of Directors for his services, and asking that he accept the sum of \$50 as an honorarium.

The matter of the Teachers' Registration Bureau was then discussed at some length. The secretary reported that he had canvassed the matter with the Labor Commissioner, who had previously taken it up with the State Board of Education. It had been thought by the Labor Commissioner that the State Employment Bureau might handle the registration of teachers, but it was found that sufficient funds were not available. The State Board of Education, so the Labor Commissioner stated, did not see its way clear to undertake the project. Thus, the work now rests with the teachers themselves. The Labor Commissioner exhibited statistics, (see page 35, Bureau of Labor Statistics for California, 1913-1914), to show that six teachers' agencies placed 599 teachers in California positions during six months of 1914, collecting for this service, fees amounting to \$29,307.74, or an average of \$43.26 per teacher.

Mr. Cox stated that while only 600 had been placed there had probably been 6,000 registrations, which entailed considerable running expense, etc., probably half of the amount received being necessary for office expenses. Mr. Cross felt that the matter of expense would adjust itself. Miss Hodgkins thought considerable assistance could be rendered if we simply had registration without recommendation, leaving the matter of investigation to the superintendents. Mr. Covell believed that \$10,000 would be spent in this enterprise, before there would be any revenue derived from it. The secretary brought out the fact that some plan must be devised to finance the initial work incident to organizing the bureau.

as the present office force is not adequate nor are funds available. He said he had been at work upon a plan to utilize the appointment departments of the various normal schools and the University of Southern California.

In summarizing the discussion, the president said that the board evidently believed in establishing the Registration Bureau with a charge of a small registration fee, with an additional charge to those who secured positions, and that we should look forward to securing sufficient information of those who register, upon which to base recommendations; that there should be established as soon as possible a card registration with references.

Mr. Cloud moved that the Board of Directors set aside the sum of \$250, or such portion of it as was necessary to establish a teachers' registration bureau; that the secretary be instructed to establish it, and that a committee be appointed to act in conjunction with the secretary, with power to act. The motion was unanimously carried. It was the sentiment of the Board that the matter be referred to the Council of Education for consideration.

SECRETARY'S REPORT

The California Teachers' Association has now a membership several thousand larger than of any other educational association save only the N. E. A. Two years ago, your Secretary suggested a more general support of the organization, and a more whole-hearted participation on the part of our membership in its activities. This suggestion has been heartily acted upon throughout the state.

The local councils in the various sections are doing excellent work. These bodies are passing on to the Federal Council, matters for consideration. The several sections of the Association and various clubs and organizations are, through resolution and communication, working in harmony with the Central body.

In a former report, your Secretary advised a closer union of interests, as between the various section meetings. While

it is true that there are certain local issues that each section should at its annual meeting handle in its own way, it is further true that there is each year some important problem that at that time demands consideration in a state wide manner. When all sections have gone thoroughly into such problem, the results of their discussions and deliberation may be handed down to the central body for consideration. Such unity of action on important issues will result in a real forward movement in education.

INCREASED DEMANDS

Last year there was mentioned the desirability of issuance from time to time of special bulletins. There is not sufficient space in the office journal for such purposes. At this time, there might be bulletins dealing with Salary, Tenure, and Qualifications of Teachers, Supervision, School Architecture, Gardens, Playgrounds, Visual Education, Supplementary and illustrative material, and the subjects of the curriculum such as Science, English, Industrial Education.

Serious consideration should be given the fact that while there has been a tremendous growth in membership in the Association, that the amount from each membership coming to the Central body, (60 cents) has been reduced 15 cents over what it was two years ago. Not only this, but the activities of the Association and of the Council, have more than doubled in the last four years. Coupled with this is the fact that owing to war and other abnormal conditions, there has been a material increase in the cost of production and publication of the magazine and that at this time, there can be no increase in advertising rates.

We are at present carrying perhaps more advertising than any other educational magazine of like size and circulation in the United States.

A LARGER MEMBERSHIP FEE?

It would seem to your Secretary that we should give serious consideration to the question as to whether membership in this Association should not be \$1.50, instead of \$1.00, the division to be on the basis of \$1.00 to the organization and

50 cents to the local section. The following reasons are offered.

1. Greater demands imposed upon the office through activities incident to desirable legislation, and extensive correspondence covering all phases of education in general in the state. The need of financing committees from time to time, of issuing bulletins, etc.

2. The local section, with 10c additional from each member, may fully meet the expenses of council and committee members, and otherwise make the work more effective.

3. The ever increasing membership in the Association. This very largely increases the office work through changes on the mailing list from month to month.

4. The greatly increased cost of publication, and of conducting the business of this office in general and the necessity for improving the magazine.

5. The impossibility at this time of any increase in advertising rates in the magazine.

6. The fact that in every state in the Union the membership fee in the State Association is \$1.00, which carries with it only the privileges of attendance at an annual meeting of the Association, and covers the cost of speakers and printing of program. Here in California, this membership fee not only does this, but it must help defray the expenses of the central office, and carry on every two years a legislative campaign. At the last legislative session, one measure alone enacted into law, largely through the efforts of the Association, resulted in a saving of at least 70 per cent of the loss of the poll tax, or practically \$85 per teacher.

OREGON MOVES

In his last years' report, your Secretary spoke of the various states in the Union that had followed the lead of California in the form of the organization of their state associations. At the recent National Superintendents' meeting in Detroit, he presented before representatives of the various state teachers' associations, the California plan, and is to present this more in detail at the coming N. E. A. meeting in New York next

July. It is interesting to note that Oregon, the last state to organize an association on the affiliated basis, has adopted the Oregon Teachers' Monthly as its official journal, and has increased the membership in the Association to \$1.50, this to include subscription to the official magazine. It seems to your Secretary wise that a committee be appointed to investigate all phases of our work, and to report at next meeting.

LOOKING FORWARD

That your Secretary is thoroughly optimistic as to the outcome of the work so well begun and carried forward in California, may be shown in the fact that during the year just passed, \$1400, which should have applied on his salary, he has used, to help conduct the affairs of the office. It has seemed to him essential that the activities of the office should not cease on account of the insufficiency of funds.

Any curtailing of these activities during such an abnormal period as the one through which we are now passing the country over, would mean a tremendous loss to the teachers of the state. We must hold all the ground we have gained and look forward to greater things. Every teacher in the state should be interested primarily in the work of this Association. The Association has no excuse for existing unless it can be of benefit to the teachers and the schools. In consequence every teacher should follow the work of this Council of Education, and should feel it not only her duty but her privilege to offer criticisms and suggestions. To have a thoroughly democratic organization, there must be universal participation in its activities.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

DATA ON MONEY SPENT ON SCHOOL BOOKS AND APPARATUS FOR THE ELEMENTARY SCHOOLS OF CALIFORNIA FOR THE YEAR 1914-1915

County	Avg. Daily Attendance	Amount Spent	Avg. Amount per Pupil	County	Avg. Daily Attendance	Amount Spent	Avg. Amount per Pupil
Alameda	32215	\$11,407.38	\$.35.4	Orange	6955	2372.63	.34.1
Alpine	24	54.64	2.27.7	Placer	2339	1754.29	.75.0
Amador	1242	706.33	.56.9	Plumas	599	788.70	1.31.7
Butte	3745	1236.14	.33.0	Riverside	5437	2796.57	.51.4
Calaveras	1269	1219.41	.96.1	Sacramento	8384	4422.09	.52.7
Colusa	999	678.93	.67.9	San Benito	953	629.76	.66.1
Contra Costa	5753	4025.34	.69.9	San Bernardino	8370	5504.36	.65.8
Del Norte	423	547.45	1.29.4	San Diego	10540	5084.52	.48.2
El Dorado	906	755.98	.83.4	San Francisco	41117	3009.51	.07.3
Fresno	15378	6659.39	.43.3	San Joaquin	7065	2432.83	.34.4
Glenn	1374	1100.00	.80.1	San Luis Obispo	2726	2129.99	.78.1
Humboldt	4729	3037.07	.64.2	San Mateo	4054	2584.55	.63.7
Imperial	3139	4906.41	1.56.3	Santa Barbara	3273	2468.65	.75.4
Inyo	686	399.35	.58.2	Santa Clara	10693	5096.33	.47.7
Kern	5410	3144.98	.58.1	Santa Cruz	3178	1758.10	.55.3
Kings	2847	1606.24	.56.4	Shasta	2272	1648.29	.72.5
Lake	794	765.00	.96.3	Sierra	395	307.92	.77.9
Lassen	896	974.86	1.08.8	Siskiyou	2430	2234.00	.91.9
Los Angeles	75903	30,051.34	.39.6	Solano	3102	1458.10	.47.0
Madera	1506	1955.00	1.29.8	Sonoma	6969	3389.69	.47.6
Marin	2788	1511.45	.54.2	Stanislaus	5459	2649.60	.48.5
Mariposa	385	644.08	1.67.3	Sutter	1126	993.50	.88.2
Mendocino	3241	1817.35	.56.1	Tehama	1913	1789.33	.93.5
Merced	2980	2552.13	.85.6	Trinity	349	338.64	.97.0
Modoc	962	791.76	.82.3	Tulare	7231	4437.28	.61.3
Mono	112	193.04	1.72.4	Tuolumne	1322	519.21	.39.3
Monterey	2972	1772.62	.59.6	Ventura	2969	1714.69	.57.7
Napa	2177	660.45	.30.3	Yolo	1813	1977.30	1.09.1
Nevada	1837	893.55	.48.6	Yuba	1170	1080.00	.92.3

ANNUAL MEETING

The annual meeting of the Council occurred in Parlor A., Palace Hotel, San Francisco, at 10:00 Saturday, April 22. President E. Morris Cox called the meeting to order, and roll call by Secretary Chamberlain disclosed the presence of the following members:

Bay Section: Lewis B. Avery, A. J. Cloud, E. Morris Cox, James B. Davidson, C. J. Du Four, George W. Frick, W. L. Glascock, Anna Keefe, Alexis F. Lange, Sophie Meyer, Elizabeth Sherman.

Central Section: F. M. Lane, E. W. Lindsay, J. E. Meadows, J. Harl Tener, M. M. Whiting.

Northern Section: H. G. Rawlins, Perle Sanderson.

Southern Section: Hugh J. Baldwin, Delbert Brunton, C. H. Covell, J. A. Cranston, J. O. Cross, Edith M. Hodgkins, Mark Keppel, Cora E. Lamb, H. H. McCutchan, Mabel E. O'Farrell, Emily Pryor, James E. Reynolds, Jeremiah M. Rhodes, Robert J. Teall, W. W. Tritt, A. E. Wilson.

Sitting with the members were also Commissioners Will C. Wood, E. R. Snyder, Margaret Schallenberger-McNaught and a number of men and women prominent in educational circles.

The minutes of the Council meeting of November 13, held in the Music Room of the High School, San Diego, were read and approved.

Reports of committees were then called for and given as follows:

METHOD OF RECORDING SCHOOL
ATTENDANCE

Your committee has seen no reason to change its views of the present law relative to recording school attendance as expressed in its preliminary report presented to the Council in November last. On the contrary, from earnest endeavors to carry out the present complicated requirements, and from investigations of conditions in different portions of the state, we are more and more convinced that the present system should be very much simplified.

The curse of our modern civilization is *too much law*—conflicting law, minutely detailed law, impossible-to-enforce law, lack-of-good-hard-common-sense law.

Any law placed on the statute books, which is practically impossible for the average citizen to obey, or the average official to enforce, tends to a lowering of the standard of moral responsibility.

If there are any laws, more than others, which should be plain and clear, and which can be enforced to the letter, it should be those pertaining to our schools, and especially those regarding the duties of teachers and pupils. A law which from its nature tends to laxity in its enforcement is a menace to society. Far better that the law should not be. Some may say that this is trivial to make such a "fuss" over so small a matter, but we claim that it is supremely vital.

What about the present law of recording school attendance? We venture to make the assertion that not one teacher out of fifty in the State of California is complying with it. You say that of course teachers will use common sense in dealing with this matter, but experience has shown that there are several degrees of common sense even among teachers and superintendents.

Illustration from an actual case. The power of a street car line stops and a dozen pupils are obliged to walk many blocks with but a few minutes of time to reach their school. Some can run faster than others, so they come straggling into the school room, eighth, nine, ten, eleven, thirteen minutes late; yes, two little fellows in the first year are nineteen and twenty-one minutes behind time. Sit down and work out the problem. Those two big boys who could run fast and were only eight or nine minutes late, no marks. Five per cent absence for the ten-minute girl, and so on according to the grade. The two little chaps, one gets five per cent absence, the other ten per cent, two minutes difference in time of reaching school.

It was no fault of these pupils that they were late. They and the teacher are perfectly willing to make up lost

time at intermissions or after school. In fact, they are in school that day many more minutes than the minimum requirement for a school day, and the work of the day is well and faithfully done. If the teacher complies with the law, she has no option in the matter but to record the per cents. If she uses *common sense*, there is a loss in the ignoring of law which cannot be measured in minutes or per cents. If she complies with the law, there is a loss of fifteen or twenty minutes of valuable time—time absolutely wasted.

We believe that the average teacher and the ordinary school official are honest, and that they will report school attendance correctly. This hedging them about with minute details is a reflection on their honesty. As was said in the preliminary report, if any one desires to make a dishonest report and "pad" the attendance record, he can do it just as easily under the present law as under the old system.

As to the law relative to recording as present, pupils who are sick or under quarantine, with a limit of five days per year for any one pupil, it, in our opinion, approaches what might be termed a farce. We will concede that the author of this law was imbued with humane and altruistic motives. But we are confident that if he had to answer the many questions which arise among one hundred teachers, and decide as to whether Jack's absence was legitimate or not, he would come back to earth. Parents' excuses; physicians' certificates; careful attention to records so that we may remember that Mary was absent-present $4\frac{1}{2}$ days in September, and is entitled to only a half day more this year, though she may be under quarantine two weeks in May; two reports, one for the State Superintendent recording these pupils as absent, and one for the County Superintendent recording them present, etc. Oh, what a waste of time and energy!

If it made any really great difference, there might be some excuse for the law. We apprehend that every school in the county (it only affects the county apportionment) will have about the same per-

centage of these absent-present pupils. There is just so much money to be apportioned. What difference then if each school which is "up to its job" reports its pro rata? What we are all after is to see that each school district gets its fair and just proportion of school moneys based upon actual attendance of pupils for at least a full minimum day. Why not let the detail, as to whether a few minutes' tardiness may be made up by the pupil, be left to the county, the city, or the district? The only vital question is, has the pupil had the opportunity to do a good square day's work for each day that he is recorded as present? *We can trust the teachers of California.*

We would recommend the following:

First—Section 1858, sub-division 4, p. 108, of School Law:

Strike out all reference to sick or quarantined pupils, from line 5, "provided that"—to line 15, "public instruction."

Second—Section 1858, subdivision 5.

Strike out from line 7, "When a pupil"—to line 15, "one hundred per cent," and from line 19, "There shall be recorded"—to line 24, "high school grade, and"

Third—Add to sub-division 5 of Section 1858:

Teachers, principals and superintendents shall faithfully and accurately record the attendance of pupils under their respective jurisdictions, and shall report the same to the proper authorities upon blanks furnished by the Superintendent of Public Instruction.

Respectfully submitted,

EDITH M. HODGKINS,
CRAIG CUNNINGHAM,
J. W. LINSKOTT,

Chairman.

In discussing this report Commissioner Snyder said that California has made compulsory school attendance a reality, since we have been careful about the counting of absences. Until we went on the basis of average daily attendance, we had no compulsory attendance law. He spoke of the necessity of something to cover absences occasioned by contagious diseases.

To Mr. Avery's question as to why schools had ten and twelve minute periods, which he claimed interrupted the teachers' work, Dr. Snyder replied they had been selected because they represented five per cent of the minimum day. Teachers insist upon counting the number of days children are absent, instead of present, and the result is, we are keeping a record of absences instead of attendance. Commissioner Wood expressed the hope that the Council Committee would go before the Legislature and endeavor to get some law enacted that would be acceptable. Mr. Keppel brought out the fact that if a school in Los Angeles County maintains itself for 120 days and has an average attendance of 10 for the 120 days, it draws the same amount of pay that a school in San Mateo county draws where it maintains its school for 200 days. The Los Angeles county school day is only 12-20 of the school day in San Mateo county, and both are paid for at the same rate. He spoke of the absurdity of teachers complaining about extra work in keeping attendance records.

Miss Lamb contended that the teachers had not complained; that it took no extra time; that the point with the teachers is that they cannot be honest in carrying out the present law. The report of the committee was adopted on motion of Mr. Frick.

The Chair paid a high tribute to Mr. Linscott for his able and determined work that has made him a leader among the school people of California, and said the debt owing to him was greater than could ever be repaid. Mr. Linscott replied feelingly:

SCHOOL FINANCES

It is the desire of the members of this committee that its report, submitted for your consideration and discussion at the present time, shall be distinctly preliminary and suggestive in order that the scope of its future researches and investigations may be wisely limited and clearly defined.

The recommendations of educators have not infrequently been open to criti-

cism upon grounds of superficiality, narrowness and even provincialism, and for the above reasons have failed to stand the tests of time and more thorough investigation. It is the ambition of this committee to do an essentially useful piece of work, and to accomplish this, it believes that its premises should be fundamental and sound, its investigations scientific and thorough, and its conclusions accurate and unimpeachable.

There can be no argument as to the necessity for an intelligent survey of the entire field of the existing sources of state revenues and of their disbursement. It will be obvious that without such a survey, a complete appreciation of the state's financial limitations and opportunities can neither be determined nor estimated. The survey once made will light the way to a study of the extent of the burden, its natural economic limits, and its equalization. It will then be possible to determine whether or not the burden may be wisely augmented or more fairly distributed. A comparison with certain other states will undoubtedly assist in clarifying the situation.

Preliminary conferences have been held by members of your committee with Mr. Louis Pioda, a tax expert, of San Francisco; Professor Carl Plehn, an authority on taxation in the University of California, and with the State Tax Commission in Sacramento.

The conferences with Mr. Pioda have pointed to the necessity for a more just distribution of the tax burden. Professor Plehn has contributed valuable information and suggestions on the best means of procuring accurate statistics as to present sources of revenue, necessities for equalization and means thereto.

Mr. Cloud and the Chairman of this committee held a most interesting and satisfactory conference with the State Tax Commission in Sacramento, with the chief result of securing the wholehearted cooperation of the Commission in the labors of the committee. The interest of the Commission and their desire to further confer and assist will certainly facilitate the work of this committee and will unquestionably strengthen its conclu-

sions and recommendations should they meet the approval of the Council of Education.

Your committee is of the opinion that its investigations will carry conviction in the matter of the inadequacy of the present state support of public education, and it devoutly hopes that it may be enabled to suggest reasonable means of augmenting the revenues devoted or to be devoted to this end.

The present reasons your committee has for believing that state support of public education should be increased are briefly as follows:

The unit of instruction is the teacher and the child. The state undoubtedly appreciated this fact when it provided that its support should be devoted entirely to the teachers' salary fund. Matters of shelter, equipment and supplies were from the first regarded as a local responsibility.

Furthermore, teachers' salaries were much lower then than at the present time. Consequently, the state support more nearly met the teachers' salary expenditure than it does now. Is there less reason now than in the past for the state's responsibility in this regard? We believe not.

The public school is a state institution. Therefore we believe that its minimum apportionment should be large enough to insure a minimum high standard of schools throughout the length and breadth of its territory and in the rural and semi-rural localities as well as within the cities. It is vitally necessary that every community in the state should be able to depend upon sufficient state funds to maintain a school equal at least to such a minimum high standard. There are so many apparent reasons why local communities feel over-burdened that the result is either a niggardly support of the schools or the voluntary bearing of too heavy a tax burden.

The advance in teachers' salaries scarcely needs mention, as it appears to have been endorsed by public opinion. However, a few of the causes for the advance may be found in increased demands upon the teachers and upon school districts.

The state itself has participated in these demands, notably, in regard to health provisions, enforcement of compulsory education, liability insurance, and so forth.

The increasing complexities of economic and social life have resulted in demands upon teachers for more extensive training, more versatility, more participation in the social life of the community.

The cost of living has increased by leaps and bounds, and this has, in the natural economic order of things, played a part in adding to the salaries of teachers.

People are, moreover, insisting, and rightly, upon smaller classes in order that each child may derive more of the teacher's time and attention. But the teacher's work is not diminished because of this fact. It is only made more effective and actually worth more to the community than before.

It is only necessary to mention that the demands upon the schools for a legitimate enriching of their curricula, vocationally as well as culturally, have added considerably to the expense of education.

Your committee believes that the increased cost of common school education is, in the main, natural, legitimate, and commensurate with the demands that the state itself has placed squarely upon the shoulders of its great institution—public education. And yet state support has not been increased at all. In fact, with the poll tax a thing of the past and the restoration of only about 70 per cent of its revenue, it is even less than it was.

The committee hopes, if the Council of Education wishes it to continue its labors along the lines suggested above, that it may be instrumental in determining more accurately the extent of the financial responsibility of the state toward its own institution—the school.

Respectfully submitted,

A. J. CLOUD,

C. J. DU FOUR, Chairman.

Mr. Du Four preceded his report by saying that after careful investigation, the committee had decided that the ques-

tion of greatest concern was that of State support for public schools.

Mr. Snyder said he had gone far enough into the finances of the elementary schools to know there are grave inequalities in the distribution of state funds, and called attention to the fact that the State is paying money to some of the rural districts, who are paying no taxes. Mr. Lane moved the adoption of report and continuance of committee. Carried.

Commissioner Wood was asked to discuss school finances. He said in part: "The problem of high school finances is not a pressing one. The finances of the high schools of California are on a better basis than any other school system in America." Speaking of the Permanent Elementary School Fund, he said: "In the early days the funds were shifted and never returned to the school fund. Hundreds of thousands of dollars were taken to pay ordinary state expenses, and never returned to the school fund. \$1,500,000 in bonds of 1873, which expired in 1893, belonging to the Permanent School Fund, have never been returned. These stand as an obligation as long as the state recognizes it as such." He urged the necessity for someone interested in education, taking charge of the school funds, which for the past few years has been handled by the Board of Control. He said further: "The Inheritance Tax originally passed for support of public schools, averaged during three or four years, \$250,000. Some county superintendents felt that they would like the amount granted them to be a regular sum, so the state was given \$250,000. Last year there was \$1,500,000. There are 24 counties, some of them the most wealthy, not raising as much as the State is sending into these counties for school purposes. The minimum amount that a county should raise is the amount that the State contributes. Commissioner Wood expressed willingness to cooperate with the School Finance Committee. On motion of Mr. Glascock, seconded by Dr. Lange, Council adjourned until 1:30.

On reconvening, the Council listened to the report of the Committee on Reorganization of the School System.

JUNIOR COLLEGE

The rise and progress of the Junior College must be regarded as an integral phase of a country-wide movement toward a more adequate state system of education, a system that shall function progressively so as to secure for the nation the greatest efficiency of the greatest number. On closer inspection, the Junior College is seen to be inseparably connected with three converging currents of reorganization and adaptive changes. These are:

1. The adjustment of the university, in the continental European sense, to the traditional American college. This process, it may be taken for granted, will result in the general absorption by the university of the last two years of the inherited four-year college scheme. And this necessarily implies the practical recognition of the first two years as the continuation and culmination of secondary education.

2. The reorganization of the traditional American high school, to make it more effective, for all alike, during the whole period of adolescence. This movement gets its momentum partly from the insight that for the great majority of boys and girls the high school begins too late and ends too early. The result is a truncated and non-functioning education for most high school graduates. A remedial adjustment, it has been seen for some time, must consist in the lengthening, for all concerned, of the secondary school period. In states without complete state school systems, i. e., without state universities, efforts to this end are still generally confined to the re-shaping of the two or three grades following the sixth. In California the upward extension of the high school was from the first urged along with the other, in the educational interest of the great mass of high school graduates, who cannot, will not, should not become university students. Such extensions, it was argued, might and should make it possible for the small minority to enter a university, in the narrower sense, at the end of two years; but the controlling educational purpose should be to provide for a rea-

sonably complete education, whether general or specifically vocational.

3. The movement to equalize educational opportunities and to increase the economic efficiency of the nation through the creation of lower and middle systems of vocational training. For reasons too obvious to rehearse, the school must furnish such training, first of all for those whose education for general social efficiency is not prolonged beyond the elementary school; and secondly, for those whose general education ends with the eleventh or twelfth grade and who are not headed for one of the professions, in the restricted sense. With reference to this need, too, as far as the latter class is concerned, an additional two years came to appear desirable and necessary, for "finishing" courses in applied science of one sort or another, according to local means or demand. Moreover, it has become clear from the university point of view, that such departments might render a great service to the universities and to thousands of young people, by diverting these from the university and the professions and thus preventing their becoming "misfits" for life.

This triple origin warrants the following conclusions as to the place, structure, and functions of the Junior College in a reorganized state school system:

1. It is an integral part of the secondary school. It constitutes the capstone, the intermediate or Junior high school being the base. Above it rises not an archaic Senior College, but the University.

2. Its structure will normally exhibit two types of departments, (a) departments designed to promote general social efficiency, (b) departments designed to furnish complete training for specific—or vocational—efficiency in occupations directly below the professions, in the narrower sense. And for years to come the latter type will be needed more than the former.

3. It will function adequately only if its first concern is with those who will go no farther, as far as institutional schooling is concerned; if it meets local needs efficiently, if it turns many away

from the university into vocations for which training has not hitherto been afforded by our school system. The Junior College can not serve its complex purpose if it makes preparation for the university its primary object.

4. Minor adjustments—easily made, as experience shows—will fully safeguard the educational interests of those expecting to become university students and will link the Junior College to the university in ways analogous to those linking the intermediate school to the high school grades above.

As long as an adequate correlation of part and part can be maintained, latitude in the grouping or segregation of secondary grades is of far greater importance than uniformity. Local conditions, for example, may well make it desirable to establish a Junior College as a thing by itself, like the normal schools, which must be regarded as state Junior Colleges of the vocational type.

Here and there it may be found most practicable to assign the tenth grade as well as the ninth to the intermediate school and then to make the eleventh and twelfth grades constituent parts of the Junior College. Normally, however, the Junior College will doubtless continue to be a two-year addition to an existing high school and more or less intimately correlated with it. At present three tendencies are noticeable with reference to the problem of correlation. One is to separate the Junior College as far as possible from the high school, to create a special faculty, to develop new forms of student activities and social life, to emphasize new points of view, new methods, and so on. Another is to differentiate as little as possible; that is, to treat the Junior College strictly as the upper division of a six or even eight-year high school. According to a third view, the advantages of both types of organization can be secured and the disadvantages of each largely avoided by applying the principle of unity in variety.

A special faculty, yes, but not one without a share in the work of the grades below the collegiate division; unity and continuity of program, yes, but also new

attitudes and methods; a distinct college life, yes, but not a separate one, nor a mere imitation of the large university-college, the University of California, for example.

The need of differences between the collegiate and the preceding grades of a secondary school is not created by tradition, much of it of a kind to be outgrown as fast as possible. The need exists because the students of the college division have normally passed the middle point of adolescence; it exists, further, not because some will go to a university afterwards, but because most of the graduates will presumably not do so. This inclusive third view, then, doubtless does justice to all of the factors involved and should serve as a guide in working out the new problems of instruction, of administration, and of student life.

The foregoing considerations make the selection of the Junior College teaching staff a matter of supreme importance. One requirement that must be insisted on, if the Junior College is to fulfill its mission, part of which is that it must do better things in better ways, is that the instruction and training given embody a degree of mature and modern scholarship not lower than that found in Junior colleges directly connected with universities. Roughly measured, such a requirement will be found to call for not less than two years of graduate university preparation. Of course, an equivalent in terms of mastery without such aid should always be more than acceptable.

Degrees do not matter; the essential thing is to be sure-footed in the ways of live, progressive scholarship. Another *sine qua non* is a high degree of that liberal culture which embodies the spirit of service, informed by broad scholarship and inclusive appreciations. A mere specialist may do no great harm in a university; in a Junior College with its man-centered aims his ways would lead to destruction. A third is, of course, teaching power of a high order, demonstrated, preferably, in the secondary grades below those of the Junior College. This includes not only ability to teach young

men and women by an adequate educational use of instruction material, but also directive insight into the principles of secondary education and into the place and functions of the Junior College as a part of the state school system.

To promote mutual helpfulness on the part of Junior Colleges and the university college, arrangements should be devised as soon as possible whereby suitably selected instructors might be interchanged from time to time, the mutual understanding being always that the Junior College is a self-directed affiliated institution, with preparation for the university as only one of its functions.

It is greatly to be hoped that the next Legislature passes such statutes as will further the development of the Junior College in the interest of the common welfare. To be adequate such legislation will have to embody:

1. Explicit recognition of the Junior College as an integral part of the secondary school system of the State.
2. Definite stipulations to the effect that, in the absence of private endowment, the establishment of a Junior College is permissible only where the assessed valuation of taxable property is such as will support adequately, first of all, the elementary, the intermediate, and the traditional high school grades, and, secondly, a two-year Junior College. In other words, the law must safeguard the equitable distribution of money for educational purposes and must prevent the multiplication of well-meant but doomed attempts at Junior Colleges. Such legislation presupposes, of course, very careful preliminary estimates and forecasts.
3. Provisions authorizing and facilitating the union of high school districts for the establishment and maintenance of Union Junior Colleges, or, if practicable, of County Junior Colleges. The same reasons apply here that apply to the consolidation of elementary school districts for the purpose of securing strong intermediate schools.
4. Provision for increasing the State high school tax for the specific purpose of furthering the development of "finishing" or vocational departments in Junior

Colleges. In order that such departments may be of a type locally needed, it might not be amiss to require in each case the specific sanction of the State Board of Education.

ALEXIS F. LANGE, Chairman.

On motion of Jeremiah M. Rhodes, report was accepted and committee continued.

TRANSFER SYSTEM

Mr. Shane, of Oakland School Department, on invitation, addressed the Council on the subject of a State Transfer System. He suggested some established plan, such as notifying the educational authorities that pupils are coming to a given town, thus giving opportunity to look up children, and get them into school earlier than is possible under present plan. He thought a card bearing record of scholarship, health, etc., should be sent, this to enable authorities to classify pupils entering school on transfer. Mr. Lane said the matter had been discussed at the Central section meeting, and moved that the Council carry out the plan suggested by Mr. Shane. Mr. Keppel thought the plan inadvisable, and suggested that strengthening the work of the attendance officer would offer a remedy. Mr. Avery moved suggestions on transfer system be referred to State Board. Adopted.

BUSINESS

On motion of Mr. Keppel, the Council proceeded to elect officers and consider matters of business.

Mr. Cross moved that the Council recommend to the Board of Directors the election of E. Morris Cox as president. Motion was stated by secretary and unanimously adopted.

Mr. Cox responded that while he had made endeavor to be relieved of the responsibilities, and his present position did not warrant his staying out of school without loss of salary, to perform work incident to the presidency, if it was the wish of the Council that he continue as their president, he was willing to do so.

The secretary stated that requests had been sent to certain school boards asking

that Council members be released from time to time to attend Council meetings, without loss of salary, and in every case concession was granted. Mr. Cloud moved that the Oakland Board of Education be requested to release Mr. Cox, when occasion demands, for Council work, without loss of salary. The motion, put by the secretary, was unanimously adopted. Mr. Keppel moved that the secretary communicate this request to the Oakland Board of Education.

Mr. Tritt moved that it be the sense of this meeting that if the Oakland Board will not grant request, the Council will undertake to raise the necessary funds to provide for salary the president would lose when out of school attending to Council duties. Unanimously adopted.

In accordance with usual custom, representatives from various sections met and suggested names of persons whom they wished to have represent them on the Board of Directors. The various sections convened and reported as follows:

Mr. Cross for Southern Section:

Board of Directors: Mr. Cranston, Mr. Covell, Miss Hodgkins, Mr. Rhodes. Advisory Editorial Board: Mr. Stephens. Contributing Editors: Maud E. Snay for Elementary schools, Burt O. Kinney for High schools.

Mr. Lane for Central Section:

Board of Directors: Mr. Lindsay. Advisory Editorial Board: Mr. Lane. Contributing Editor: Miss Rosendahl.

Miss Sanderson for Northern Section:

Board of Directors: Mr. Rawlins, Advisory Editorial Board: Mr. Chaney. Contributing Editor: Mr. Sweeney.

Mr. Glascock for Bay Section:

Board of Directors: Miss Keefe, Mr. Cloud, Mr. Cox. Advisory Editorial Board: Miss Sherman. Contributing Editor: Mr. Jones.

Mr. Keppel moved that secretary cast the ballot for those named for the Board of Directors, for Contributing Editors and Advisory Editorial Board, and that the Chair name the chairman of the Advisory Editorial Board. Adopted. The secretary cast the ballot and the persons named were declared elected. The pres-

ident named Dr. R. G. Boone as chairman of the Advisory Editorial Board.

Mr. Du Four moved that the Board of Directors appoint a committee to study the activities of the organization and make a report at the next meeting. Unanimously adopted.

VOCATIONAL EDUCATION

SURVEY

In keeping with the suggestion of the Council made at the San Diego meeting, your Committee has taken steps to secure a survey of the industries of the state, believing, however, that the results of such survey will be serviceable in the administering of the law rather than in the framing of a Vocational Bill.

There is submitted herewith a copy of the suggestions formulated and adopted for their guidance by the Survey Committee of the Southern Section. Copies of these recommendations have been forwarded to the Presidents of the other Sections of the Association with the request that work upon a survey be undertaken in their respective Sections along the line of these recommendations or according to plans that may better fit their conditions.

RECOMMENDATIONS

"1. It is desirable that a survey of the industries of Southern California be made.

"2. No funds are available for the payment of an expert or of a committee of experts, to direct this work.

"3. It is apparent that initiative in this direction will have to be taken by local school people.

"4. Since the information will be gathered by teachers occupied with other work, it will not be the aim to gather elaborate statistics. The purpose will be, rather, to seek to vitalize available data, in an effort to get the facts into the consciousness of our teachers and students.

"5. There are many specialists in the schools of the Southern Section who are familiar with conditions of the vocations in their several lines. These experts could be assigned the task of gathering and assembling the data pertaining to their respective subjects."

VOCATIONAL EDUCATION

Your Committee finds itself still handicapped in the matter of definite proposals for a Vocational Bill. There is reason to believe that the Smith-Hughes Bill may be made a law by the present Congress. This bill provides federal aid to be used only in the training of vocational teachers, and further provides that states, to secure federal aid, must duplicate the same by state funds, these last to be used for equipment and the like.

Should the Smith-Hughes Bill become a law, your Committee recommends that every effort be made for state legislation that will secure to California her pro rata of federal aid, thus making ample provision for the training of vocational teachers.

1. Should the Smith-Hughes Bill fail to become a law, your Committee recommends legislation that will provide a sum sufficient to admit of forming classes for the purpose of giving teacher-training to applicants already skilled in a vocation. Such classes should be conducted by existing state institutions or by authorized private institutions.

Proficiency in a trade should be the requirement for entering one of these classes and the training received there should be in English, pedagogical and kindred subjects.

2. Your Committee further recommends legislation which will permit the establishing of vocational courses in any school of the intermediate and high school grade (intermediate grade shall here be interpreted to mean seventh, eighth and ninth grades wherever housed), or in separate schools opened for the purpose of vocational instruction.

3. That state aid be sought for all schools maintaining vocational courses and that such aid be based upon the hours of teacher service given to vocational work or to part time classes of the regularly employed. The law, however, should specify a minimum attendance in such classes below which state

aid should not be granted. (Possibly an attendance of ten.)

4. That the law regulating the hours in which schools may be maintained and receive state aid be so modified as to make any hours between 8 a. m. and 9:30 p. m., including Saturdays, a part of the regular school day for which state aid may be granted.

5. That the law regarding attendance be so modified that one sixty-minute hour of regular outside employment, properly certified by the employer, be regarded as the equivalent of one of the four recitation periods now required to constitute a full high school day.

6. Your Committee requests the Council to consider whether the time is ripe to seek state aid for Teacher Inspectors in country schools who shall supervise the work of boys and girls on lands assigned by fathers or secured by other arrangements; these boys and girls to be in school part time. Such state aid would be applicable in dairying, poultry-raising, horticulture and all kindred industries.

CARRIE CODDINGTON,
HUGH J. BALDWIN,
MRS SUSAN M. DORSEY,
Chairman.

Report was read by the secretary, Mrs. Dorsey, the chairman, being unavoidably absent. Mr. Covell moved the adoption of the report which was ordered. At Miss Hodgkin's suggestion, Dr. Wilson spoke of what the South is doing in the way of vocational survey. A committee is working through its secretary, in securing information from different parts of the country. Surveys, where successful, had considerable money back of them; Minneapolis, \$10,000; New Orleans, \$3,000. In some instances work had been done by experts, in others by a single expert working with a number of paid assistants. In certain instances, the community invites the educational leaders throughout the country. In nearly all cases, surveys were undertaken by communities having had the encouragement by endowments of \$1,000,000 to \$10,000,000 for vocational schools. In Southern

California a survey by experts who would devote their whole time to it was out of the question, as no money was available. The directions given in the report just read were formulated. Weaver's Gainful Occupations for Boys and Gainful Occupations for Girls, served as a basis for investigation. To various teachers who are authorities in their several lines, has been assigned the task of writing on their specialty, whether in gardening, poultry raising, foundry work, printing, or the like. The printing committee thought the Board of Education might be willing to print the report, or that, in conjunction with other sections of the State, the Council might print it. The idea is to have the work done as voluntary by teachers now employed, to avoid elaborate statistics, and to make the results available for boys and girls, and for the school library.

Mr. Cloud stated that the San Francisco Chamber of Commerce had \$40,000 with which in a few days it would start an industrial survey of San Francisco, and probably the entire Bay region, and that the Southern committee could probably get information from that source.

Dr. Snyder said that the Smith-Hughes bill provides for carrying on Vocational Education in High Schools, to the amount of \$6,000,000 a year, with \$10,000,000 for teachers. "We should," he said, "have continuation schools for those who have not apprenticed themselves to vocational work. Between the ages of 15 and 18 we lose half the boys and girls who make no attempt to come into school until they are awakened to the fact that their education is lacking, and then they go to night school. Continuation schools with us need more State aid than in any other state. We need the stimulus of State aid in order to get the communities to take care of this problem. Put a premium on organizing such schools in city and rural high school districts, making each individual under 17 attend four hours a week. The course may be pre-vocational, as Applied Arithmetic and Commercial English."

Commissioner McNaught said the elementary evening schools are attended

almost entirely by adults, and there is nothing attractive for the boy and girl who, having lost out, again wants to attempt to enter school.

Mr. Teall stated that there had been passed in Southern California, resolutions on the subject of teachers' salaries, rendering possible two conditions not now existing. He then presented the following resolution, and moved its adoption:

"We favor the enactment of legislation on the subject of teachers' salaries which will render possible two conditions not now existing:

"1. The recognition through higher salaries of exceptional training or unusual qualifications on the part of any teacher or teachers, regular or special.

"2. The payment of additional compensation for work unusually arduous or taxing."

Mr. Glascock moved the resolution be given the committee for their consideration. Mr. Lane moved, as amendment, that it be referred to the committee on School Finances. There being no seconds, the matter was referred to the committee on Vocational Education.

RURAL SCHOOL SUPERVISION

Mr. Reynolds presented as his report, a number of letters received from county superintendents and others, in reply to a questionnaire. The letter and plan follows.

RURAL SCHOOL SUPERVISORS—PLAN FOR SALARIES

The districts that have supervising principals at present pay the salaries of their supervisors out of the state and county funds, or out of a special fund raised from the district.

Now, let the law provide that every district that has not a supervising principal have set aside by the county superintendent \$3 for every pupil in average daily attendance the preceding year, this money to be paid into the supervisors' salary fund.

In Ventura county, for example, there was last year an average daily attendance of 2969 in all the elementary schools. But 1556 of these were in schools that

already have supervising principals. If the districts with the remaining 1413 pupils paid into the supervisors' salary fund \$3 a pupil, the amount raised, \$4,239, would pay the salaries and traveling expenses of two supervisors.

Under such a scheme, the district with only ten pupils would pay \$30 a year for supervision, while the district with fifty pupils would pay \$150, each in proportion to service received.

Dear Superintendent:

What do you think of this plan for raising money to pay the salaries of the supervisors? This is the first step; details as to appointing power, method of setting aside the money, etc., can be worked out afterwards if it be agreed that the rural schools should pay for the supervision as do the town schools.

Cordially, JAMES E. REYNOLDS.

"I'm inclined to think your plan is a good one. I'm not sure that a fixed rate of \$3 would work out satisfactorily in all cases, but couldn't the amount be varied somewhat to suit conditions, the same as the amount for library purposes? Let there be a maximum and minimum.

"Do you think the amount you mention, \$4,239, would be sufficient to pay the salary and expenses of two supervisors? I'm inclined to think it would not."

S. M. CHANEY.

Supt. Glenn Co.

"Your plan would provide this supervision, and I believe it should go a step further and arbitrarily divide each county into so many districts, based upon the number of schools, so that each supervisor would have a certain amount of territory and a certain number of schools to cover. The supervisors should be directly under the control and be appointed by the County Superintendent of Schools, for the reason that political

boards of supervisors, without regard to educational needs, could put in political hacks to do this work and work untold injury to not only education but to any County Superintendent of Schools who might conscientiously be trying to do his utmost. In a word, these supervisors should be field deputy county superintendents of schools, subject to the control of the County Superintendent and carrying out his plans and ideas for the close supervision of the schools.

"These supervisors could also conduct district institutes at frequent intervals, and they would be a source of constant benefit and inspiration to the teachers.

"The method of securing the funds appears to me to be satisfactory."

L. E. CHENOWETH.

Supt. Kern Co.

"I have studied over your "Supervisor" proposition carefully. I believe there is a great deal of merit in it. I believe, though, you could do more for the children if you would get them traveling instructors in manual and domestic arts, drawing and singing. I have found that the rural teachers have the happy faculty of getting on pretty well with the supervision we are able to give, but the children of the small schools could be helped could they have the special subjects mentioned. I shall help if I can whatever you decide to do."

ROY W. CLOUD.

Supt. San Mateo Co.

Of course the matter of salary for supervisors is the chief stumbling block as it is for everything else. However, I am inclined to think that we had better keep fighting for more money instead of trying to do more things with the same amount of money. If it is necessary to take it out of the funds now available, I would suggest that the law

provide that the County Superintendent shall set apart a separate percentage of the County School Fund. This would make a pro rata of charge on districts just about as you suggest, but it would simplify the problem of apportionment."

E. MORRIS COX.

Pres. Cal. Council of Education.

"Your plan for rural school supervision has merit. Such a plan I believe could be well worked out and with proper backing could be brought into execution."

RAYMOND CREE.

Supt. Riverside Co.

"All of us for a long time have agreed, I think, that the rural schools need more and better supervision and your plan appears rather attractive."

M. E. DAILEY.

Pres. State Normal, San Jose.

"I think it is about time for the people of the state to make a united demand upon the legislature to the effect that whenever any legislation is passed increasing the cost of schools, the state appropriation should be advanced to meet at least one-half of the increased cost, if not all of it. Now, if the state would raise its appropriation three dollars per unit of average daily attendance, your suggested plan would provide the sinews of war for supervision or even if it raised one-half of the amount it would bring supervision within the range of possibility.

"Whatever you do in working out your plan, don't couple it up with the County Boards of Education nor enter into any alliance with those who have the County Board supervision plan very much at heart."

JAMES B. DAVIDSON.

Supt. Marin Co.

"I think your plan for meeting the salary of the supervisors is excellent for

the counties that have plenty of money to meet the expenses of their schools, but for the counties like Lake, it would take much needed funds from many of the smaller schools.

"With us it would be better for the supervisors to provide a fund for the school supervisors when they fix the tax rate for the county."

MINERVA FERGUSON.

Supt. Lake Co.

"I have recommended and received for the past two years the limit of 50c and it looks as if we will have to keep at this figure indefinitely. Hence you can readily see that any extra money for supervision in this and similarly situated counties really means a subtraction from teachers' salaries unless districts would combine and levy a special tax for this purpose. Candidly, I do not think this can be done in this county.

"I am not opposed to the extra supervision idea of and for rural districts, provided it can be done without injuring our teachers."

R. J. FITZGERALD.

Supt. Nevada Co.

"Your plan for raising money to pay the salaries of supervisors in rural schools sounds well to me. Anything which secures better supervision for our rural schools should be encouraged."

GEO. W. FRICK. Supt. Alameda Co.

"I hope that such a plan may become a law, and thereby solve a somewhat difficult problem."

JOS. M. HAMILTON. Supt. Del Norte Co.

"I think that the plan is an excellent one. I wish that there were some way in which the normal schools might assist in this work, with provision made for travel expenses of members of the normal school faculty."

EDWARD L. HARDY.

Pres. State Normal, San Diego.

"The schools are all small and the distances between them are long. Our county lies far up in the Sierras, where our climate is very severe, and no plan would work very well with us. If a law should be made as you suggest, it should exempt counties situated similarly to Mono."

MRS. A. M. HAYS.

Supt. Mono Co.

"I have looked over your scheme for rural supervision and it seems to me the most practicable, sensible, direct and common-sense plan that any one has so far proposed. Work it out for the next legislature and unless I have reason to change my mind I will back it up all I can. I am glad to see that your mind is active."

EDWARD HYATT.

Supt. Public Instruction.

"The rural supervision plan which you suggest has in it substantial merit. There is one question which occurs to me immediately in regard to your supervision scheme. That is, the question, who is going to select these supervisors?"

MARK KEPPEL.

Supt. Los Angeles Co.

"I think you are getting on the right track for the payment of the Supervising Deputies. Could they not be paid out of the Unapportioned County Fund? I know you will say that the schools that already employ a supervisor ought not to be penalized by helping to pay the salaries of other supervisors. I am not sure that there is as much in that as there seems to be. If the schools were generally supervised would it not tend to raise the teaching standard enough to pay even those schools that are already employing their own supervisors? Again, the stronger schools are always helping the less able."

E. W. LINDSAY.

Supt. Fresno Co.

"I am not prepared at this time to give you any definite opinion concerning the proposition which you put before me. My impression is that it would not stand under the law. I think that the Attorney-General would find the same flaw that he found in the one that we worked upon last year. I am still thinking on this problem and every now and then someone has a new idea to offer."

MARGARET S. McNAUGHT.
Comm. of Elementary Schools.

"I am in sympathy with the plan. I believe we need rural supervision and that we stand a much better chance of getting it than if we were to ask for a special tax for the purpose. I do think, however, that the selection of supervisors should be left to the County Superintendent and to the County Supervisors. I am also opposed to supervision by high school principals."

J. E. MEADOWS.
Supt. Kings Co.

"It seems to me to be a good suggestion to use as a basis for discussion of a most important matter. When worked out it seems to me the scheme proposed should prove to be practicable and desirable."

J. F. MILLSPAUGH.
Pres. State Normal, Los Angeles.

"The people of this county feel that taxes are at present too high and that school taxes are especially high. If three dollars per pupil is taken for supervision, the special tax rate will necessarily be higher than it is at present."

R. P. MITCHELL.
Supt. Orange Co.

"Surely there is great need of supervision over the one teacher schools in my county. It is utterly impossible for me to reach the most of them more than once a year, and that exhausts my traveling

allowance. It is a mere farce to call it 'looking after the schools.' I do hope some means can be devised to remedy this condition."

ANNA PORTERFIELD.
Supt. Mendocino Co.

"The only weakness I see in your scheme is the money part of it. You contemplate putting aside \$3 per average daily in attendance of all pupils outside of supervised territory. The only question is, will the Governor sign a bill of that character when he sees that \$3?"

CHAMP S. PRICE.
Supt. Santa Cruz Co.

"A good and a correct plan."

C. E. RUGH.
University of Cal.

"I would suggest that the Superintendent of Schools be given the power to appoint the supervisors, with whom he or she must work, and that the supervisors serve as members of the Board of Education without extra salary, and that the two remaining members of the Board be appointed by the Board of Supervisors as is done at the present time; these two to receive the usual salary of \$5 per day and mileage."

PEARLE RUTHERFORD.
Supt. Butte Co.

"The general idea is very much superior to the bill presented at the last session, which provided for the supervising member of the Board of Education.

"The law should definitely state what shall be construed as such (Supervising Principal), either on the basis of the fractional part of the day given to classroom teaching and to supervision, or by the number of teachers under his charge, or in some way that would leave absolutely no doubt on this point. The second point I would make is this: That

the Superintendent either should have the absolute power to nominate the supervisors to be appointed, or should select them as he now does his deputies. The latter plan seems to me preferable. My reason for this latter suggestion is that unless harmony between the Superintendent and the supervisors exists, such a law should never be put into effect.

"I believe a separate bill should be urged requiring the minimum amount to be raised by general tax to be \$18, or, better, \$20 instead of \$15. I feel very sure that the latter part should not be made part of the bill for the supervisors."

A. P. SHIBLEY.

Supt. Imperial Co.

"I believe your plan for raising money to pay the salaries is a good one. The rural schools are in need of more supervision. I speak from a knowledge of conditions in my county which is 'truly rural.'

MAUDE L. SCHROTER.

Supt. Trinity Co.

"The method you suggest would seem fair enough. The schools here in Eureka, the most thoroughly supervised, in my mind are almost failures. The work is too kaleidoscopic, choppy, scrappy, disjointed, unsystematic, shiftless, and above all superficial.

"I am trying hard to grasp the situation, visiting right now to inquire particularly into the terrible lack of unity.

"Supt. Albee says supervision without power to change the teacher is well nigh a failure. Don't be discouraged. Your plan no doubt has merits and will meet recognition."

GEO. UNDERWOOD.

Supt. Humboldt Co.

"I cannot help feeling, however, that any plan which will decrease the actual

amount of money available for the rural schools (materially), as \$3 per unit of average daily attendance would be, would greatly handicap those schools. Would it not be a more feasible plan to allow the expense for this supervision to be paid for out of the Unapportioned County School Fund?

"However, we must all get together and stand for legislation looking to something that will cause the educational system of California to forge ahead by leaps and bounds. I feel we are on the edge of the era of great things educational."

J. F. WEST.

Supt. San Diego Co.

"The office of county superintendent of schools is being constantly *loaded* with more and more clerical work, (useful and otherwise), and any good plan which will leave a superintendent free to visit his schools will materially add to his usefulness, if he has any. Further, any good plan which will assist him in his work of experting his schools, giving advice and consolation, etc., will add strongly to the school situation.

S. B. WILSON.

Supt. El Dorado Co.

Respectfully submitted,

JAMES E. REYNOLDS, Chairman.

The report was received and the committee continued.

Mrs. McNaught suggested it would be a good thing to have one member of each normal school in the State in the field all the time, supervising its own graduates, and those who were not normal graduates. If normal school faculties were in the field, they would understand conditions for which they are fitting their students.

Dr. Snyder suggested the State and county should bear the expense of supervision. Supervision should be paid for out of school funds, as also should the superintendent's salary.

CODIFICATION OF SCHOOL LAW

Your Committee on Codification of the school law respectfully reports as follows:

1. It commends the State Board of Education and the Legislative Bureau for their praiseworthy efforts, recently begun to codify the school law, and urges every teacher and teachers' organization within the state to lend their assistance in this matter.

2. The committee further recommends that no radical changes in the body of the school law be attempted at this time, but that proposed modifications be limited to harmonizing the more glaring inconsistencies at present existing, to a better re-arrangement of the sections of the law, under appropriate headings, and the working out of a complete and adequate scheme of indexing and cross references.

3. Your committee also recommends that the members of the Council and the teachers of the state through conference and in other ways keep in close touch with the State Board and the Legislative Bureau in order that the best and most representative educational thought of California may be available for this work.

The following reasons may be given for the recommendations made:

1. The codification of the school law is a highly technical task, requiring for a long continued period of time, the services of both legal and educational experts. The council has no funds to employ such experts. Furthermore, any scheme of codification, even though it be thorough going and sound, is ineffective unless written into the statutes. Accordingly, it seems that the responsibility for the codification of the school law must rest with those governmental agencies to whom the welfare of the schools is entrusted and who direct the administration of the state school system.

J. O. CROSS, Chairman.

Mr. Cross stated that invitation had been extended to Mr. Arthur P. Will of the Legislative Bureau in Sacramento, to be present at this meeting, and read from Mr. Will a telegram of regret at

his inability to be present, and saying he could, if desired, attend the next meeting of the Council.

Mr. Cross stated that a body of experts had worked upon the scheme of Codification for a year, and that Mr. Keppel had in his possession the results of the work. He moved the adoption of the report and the continuance of the committee. Unanimously adopted.

APPRENTICE TEACHERS

The last legislature in the new certification law, provided that any person without at least a year's teaching experience, could not receive a certificate valid for more than two years. This rule applies alike to normal schools and universities, as well as to certificates issued by County Boards of Education, upon examination. All normal schools and universities, authorized by law to issue credentials upon which elementary and secondary certificates are granted, require pedagogical training and practice teaching. The only way in which an individual may secure an elementary certificate without having had the practice teaching, is to pass the county examinations.

At the same legislature, the State Board of Education was authorized to establish standards upon which special certificates could be granted. As your committee understand, certificates of this type, granted without teaching experience by the State Board of Education, are only temporary and renewed only when the holder has proved himself.

Section 1771 (c) of the California School Law, provides for preliminary elementary certificates, authorizing the holders to do cadet-teaching, without pay in any elementary school of the county. Preliminary secondary certificates are authorized in the same section.

Query: Why a committee on Apprentice Teachers?

The primary reason given for the appointment of this committee was the fact that the beginning teacher was compelled to go out into the rural school, deprived of the counsel of the experienced teacher and helpful supervision. The contention

was that this "trying out" of the teacher worked harm to both pupil and the teacher. Might not this condition be largely remedied if all legally qualified teachers in the state were deemed eligible to make application for employment to the Boards of Education in our large cities? At present, many cities debar inexperienced teachers.

The superintendent of one of our southern counties, speaking of this matter, predicted that unless there was a change in the policy of urban school authorities, all inexperienced teachers would be forced into the rural schools, so rapidly is the movement spreading.

The problems of the rural school are different from those of the city school, and can best be worked out in that school. In these days of special subjects and departmental work, the teacher trained in some of our city schools, would not be prepared for the rural work. Would not supervision in the rural schools be the best means of improving the schools and increasing the efficiency of the teachers?

The condition in our rural schools is not due primarily to the inexperienced teacher, but to the fact that able experienced teachers cannot be retained under the present conditions. There are many experienced teachers who would prefer the rural school work, who cannot be retained on account of the uncertainty of tenure, and the low salary paid in most of our counties for this work.

A Minimum Salary Provision, assuring an adequate compensation, and a fair and just Tenure of Office protection, would do much to correct this condition.

The greatest difficulty encountered in establishing a fair minimum wage for women in business is the apprentice worker. The recent experience in the New York City schools, with the teacher-in-training, another term for the apprentice teacher, has proven that there is grave danger, both to the profession and to the children in a salaried apprentice system.

A very small, and rapidly decreasing proportion of our beginning teachers have not had either normal or university training. If the graduates of these in-

stitutions are not properly prepared, let us demand that the proper training is given and more care exercised in eliminating unsuitable candidates, and in sifting out those who are temperamentally unfit and who in practice teaching give small promise of future success.

Your committee do not believe that a State Apprentice System would be for the best interests of our schools.

PERLE SANDERSON,
DELBERT BRUNTON,
C. H. COVELL,
CORA E. LAMB, Chairman.

Mr. Davidson moved the adoption of the report and continuance of the committee. Carried.

Mr. Brunton presented a letter in the form of a minority or supplementary report, the substance of which follows.

Such a system would enable high school teachers to earn their livelihood while doing the year of post graduate work now necessary for certification; would raise grammar school standards, thereby raising the teaching standard, and would place the Normal schools and University in direct touch with educational work in the State. Since all teachers may be permitted to teach in any part of the State, some form of State certification is desirable.

The Commissioners of Education, after close inspection, would determine which schools are the best fitted in their respective lines, to be used as Apprentice schools.

The plan is to apprentice the prospective teacher after graduation from the University, for one school year of nine months; the period of teaching to be not more than four hours a day. The apprentice teacher shall have exclusive charge of pupils for only one week at a time, doing his work in the department in which he asks to be certified. He shall be paid at the rate of fifty cents per hour, but may not be paid for more than one year of apprentice teaching. Failing to attain the proficiency required to be granted a certificate, he may teach an additional semester without pay. A second failure rejects him for certification.

While doing apprentice work, the teacher remains under the jurisdiction of the University from which he expects to receive his recommendation.

In order to receive high school certification, apprentice must have the favorable report of the Professor of Education of the University in which he is registered, the Commissioner of Secondary Education, and the Principal of the High school in which the apprentice work has been done.

Graduates of any four year course in the State University, or any University or College of State approved by State Board of Graduates of any State Normal school or private Normal school, approved by State Board, are eligible to do apprentice teaching in the public schools of California.

Same rules for grammar and secondary apprentice teachers.

Some little legislation will be needed to carry out the scheme. Present information indicates that there is only one place in the United States using the Apprentice System,—Worcester, Mass.

HIGH SCHOOL TEXT BOOKS

Before presenting the report, Mr. Glascock said that there were more students in California high schools, in average daily attendance, than in any state in the Union, except New York, Pennsylvania and Ohio. With a population somewhat the same as the city of Chicago, we have more high school students than the State of Illinois. One reason is, that our courses come nearer than do any others in meeting the needs of the boys and girls and their parents.

The last Legislature appointed a committee to investigate the question of free, uniform, State printed text books. This committee is composed of the following gentlemen:

U. W. Thompson, Title Ins. Bldg., Los Angeles; Edward K. Strowbridge, Hayward; D. B. Meek, Oroville; W. W. Harris, Underwood Bldg., San Francisco; Howard J. Fish, Title Ins. Bldg., Los Angeles.

During the week of March 20, this committee met at Los Angeles and listened to the arguments of the represen-

tatives of the typographical unions and Mr. Telfer, State Superintendent of Printing, in favor of uniform text books printed by the State and representative school men against uniformity. Among the school men present were:

Will C. Wood, State Commissioner of Secondary Schools; County Superintendent, Mark Keppel of Los Angeles County; Principals Housh, Wilson, Dunn, McMath, Garrison, Glascock and Snyder.

All of these gentlemen addressed the committee, together with the representatives of the Los Angeles High School Teachers' Association. They were received with all courtesy and kindness by the committee. This committee will hold a second meeting soon in San Francisco, which will be attended by the high school principals of this section of the State.

Respectfully submitted,

W. L. GLASCOCK, Chairman.

Mr. Keppel moved the adoption of the report. Carried.

Mr. Keppel said: "It was my good fortune to be present during a majority of the sessions of that investigation. I believe that no group of men were ever so thoroughly informed as to the reasons why they should not do a thing, as were the members of that investigating committee, and those representatives of the labor unions and State Printing Office. I do not believe that it would have been possible to secure the services of a half dozen attorneys in the State who could have presented the arguments as ably as they were presented. It was the most excellent presentation of things I have ever heard in court or out, and if it had been submitted to a jury I am sure the verdict would have been in favor of the negative. We need not lose sight of the fact that organized labor means to have free, uniform text books. They are a mighty power, and we are not going to be able to controvert this matter except in open argument, by the presentation of facts that cannot be answered. We have the argument, the other side the decision. That committee is yet ready to bring in a favorable report on free printing of text books. Powerful pressure is to be brought to bear, and I

am in favor of meeting pressure with pressure, and the only pressure we can use is logic. Uniform text books would put high schools back, stop their growth and ruin their efficiency."

NEW COMMITTEES

The secretary read a communication from the Visual Education Association of California, asking the Council of Education "to appoint a committee to study the needs of visual aids, and their proper use in the schools of the State, and to push the matter of legislation to a successful conclusion at the next session"; a communication from the Administrative Section of the C. T. A., Central Section, as follows: "The Administrative Section of the California Teachers Association, Central Section, recognizing the great importance of the development on this coast, of a Teachers' College, comparable to the Teachers' College at Columbia University, hereby requests the State Council of Education to take the necessary steps to assist in the development of such an institution"; from the Grammar School Principals' Association of the Central Section, C. T. A. and the Grammar School Principals' Organiza-

tion of Southern California, asking that a committee be appointed to consider the advisability of such organizations.

President Cox said that Dr. Snyder had brought to his attention the necessity for making a study with reference to the proper certification of principals and superintendents. Mr. Cloud suggested a committee to promote civic education of the emigrant. Mr. Brunton brought up the necessity for consideration of a school election law, and after discussion by Messrs. Keppel, Wood and McCutchan, the chair was authorized to include this in the list of committee appointments, the Chair announcing that he would appoint members later.

The secretary was requested to write a note of regret on the death of Dr. Shepard, former secretary of the N. E. A., this to appear in the News, and be the official expression of the organization.

The secretary presented the financial statement which was ordered placed on file and printed in the News.

Meeting adjourned on motion of Mr. Cross.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

FINANCIAL STATEMENT, DECEMBER 31, 1915
RECEIPTS

Advertising	\$8,622.00	
Memberships	\$8,522.00	
Subscriptions	275.20	\$14,644.70

EXPENDITURES

Publication of News	\$6,833.04	
Salary of Secretary	3,600.00	
Office Help (Stenographer)	800.00	
Rent	500.00	
Traveling Expenses, Secretary and Legislative Committee	447.50	
Telephone and Telegraph	442.24	
Postage	342.30	
Stationery and Office Supplies	233.68	
Multigraphing and Job Printing	240.38	
Miscellaneous Office Expense, including Extra Office Help, Advertising, Binding, Insurance, Work on Books, etc.	537.03	
Addressing Machine	182.50	14,249.66
Balance		395.13
Outstanding Advertising, December 31, 1915	\$2,863.87	
Allowance for Bad and Doubtful Debts	180.95	\$2,682.92
Bills Receivable		\$3,078.05
Inventory		1,000.00
Present Worth		\$4,078.05

MEETING OF NEW BOARD OF DIRECTORS

The new Board of Directors of the Council of Education met on April 22, 1916, in Parlor A., Palace Hotel, San Francisco.

President Cox called the meeting to order at five o'clock, and there responded to roll call: Messrs. A. J. Cloud, C. H. Covell, J. A. Cranston, Miss Edith Hodgkins, Miss Anna Keefe, Messrs. E. W. Lindsay, H. G. Rawlins, and Jeremiah M. Rhodes.

Mrs. Dorsey asked, through the secretary that there be appointed a committee of co-operation, to act with her as State Director of the N. E. A. The Chair asked that the names of those who would likely attend the New York meeting be sent to him, the committee to be announced later.

The secretary spoke of the accountant who had assisted Dr. Hatfield, and suggested that some compensation should be given the former. The matter was left to the president and secretary.

Messrs. Cross and Rawlins were appointed as additional members of the committee on printing the News.

Mr. Cranston moved that the sum of \$200 be placed at the disposal of the president, this to be used in the performance of his duties. Carried.

Mr. Cranston moved that the president and secretary be empowered to act in the matter of spending money for committee work, including work of the Legislative Committee. Motion adopted.

On motion of Mr. Covell, the Board ratified the election of E. Morris Cox as president for the ensuing year.

Mr. J. A. Cranston was elected vice president.

On motion of Mr. Cranston, Mr. A. H. Chamberlain was appointed Executive Secretary for the ensuing year.

Mr. Cloud moved that the secretary's salary be on the same basis as last year. Motion carried.

The Oakland Bank of Savings was named as treasurer.

The Board ratified the election of the Contributing Editors and members of Advisory Editorial Board.

Meeting adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

Statement of the Ownership, Management, Circulation, Etc., Required by the Act of Congress of August 24, 1912.

of SIERRA EDUCATIONAL NEWS, published monthly at San Francisco, California, for April 1, 1916, State of California, County of San Francisco.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Arthur H. Chamberlain, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of the Sierra Educational News, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Name of—	Post Office address—
Publisher, California Teachers' Association	San Francisco, California
Editor, Arthur H. Chamberlain	San Francisco, California
Managing Editor, Arthur H. Chamberlain	San Francisco, California

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.) California Teachers' Association, Incorporated. No stockholders holding 1 per cent or more of total amount of stock.

A. H. Chamberlain, Secretary, San Francisco, Cal. E. Morris Cox, President, Oakland, Cal.

3. That the known bondholders, mortgages, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

ARTHUR H. CHAMBERLAIN, Managing Editor.

Sworn to and subscribed before me this 7th day of April, 1916.

(Seal)

(My commission expires February 5, 1918.)

GEORGE C. FAULKNER.

BAY SECTION MEETING, C. T. A.

BY JOSEPH ALLAN BEEK

FROM the opening of the General Session on the morning of Monday, April 17th, to the close of the Business Meeting, Thursday afternoon, the Bay Section Meeting was marked by enthusiastic support, harmonious operation, and an absence of criticism that was indeed refreshing.

A great deal of credit is due to Superintendents Alfred Roncovieri and J. B. Davidson for their foresight in arranging to have their Institutes meet jointly with the Bay Section.

President A. J. Cloud called the General Session to order on Monday morning and gave a brief outline of the work to be accomplished during the Convention, urging cooperative efforts between all branches of educational work. That his remarks were well received and faithfully acted upon was evidenced by the excellent team work of the five thousand teachers in attendance.

Community singing was an enjoyable feature of the General Session, making the audience participants instead of auditors and onlookers. It was ably led by Glen H. Woods, Director of Music, Oakland School Department and was effective in producing a feeling of sociability and good will. Large attendance indicated great interest in the section and department meetings and many of the educational inspection trips to San Francisco industrial plants were well attended.

Contributing to the program were Hon. P. P. Claxton, Harry Kendall Bassett, Mary Antin, Dr. Benjamin Ide Wheeler, John Kendrick Bangs, E. Morris Cox, Agnes G. Regan, A. A. Macurda, Dr. W. W. Campbell, Dr. Ray Lyman Wilbur, W. W. Kemp, Will C. Wood,

J. H. Francis and other leaders of educational thought.

Following are the Officers for the ensuing year:

President of Bay Section, California Teachers' Association—C. J. Du Four, Superintendent of Schools, Alameda; Secretary—W. L. Glascock, Principal High School, San Mateo.

President of Elementary Grade Section—Mrs. Clara Martin Partridge of Berkeley.

President of High School Section—Dr. A. W. Scott, Principal Girls' High School, San Francisco.

Representatives to the California Council of Education—A. J. Cloud, retiring president of the Bay Section; E. Morris Cox, assistant superintendent of Oakland Schools, Mrs. Sophie Meyer, Berkeley; James B. Davidson, Superintendent of Marin County Schools, and Geo. W. Frick Superintendent of Alameda County Schools, appointed to succeed C. J. Du Four, resigned, to become President. The President is a member of the Council by virtue of his office.

Snap Shots of Addresses, Bay Section Meeting.

MISS AGNES G. REGAN

SAN FRANCISCO BOARD OF EDUCATION

"Material and industrial success dominates our schools today. The great need is for individual education. Every year thousands of children are being turned out of the schools absolutely unprepared to make a living. One remedy, in my estimation, is the segregation of the boys and girls more than 12 years of age into separate classes. The plea for co-education is that the boys are refined by the

influence of the opposite sex. In many cases all of their manhood is 'refined' out of them. The rough-and-tumble sort of boy is the kind we need today, and by the proper discipline they can be taught much more in classes by themselves than in mixed classes."

W. W. KEMP

UNIVERSITY OF CALIFORNIA

"Secondary schools should not exist for the sole purpose of preparing boys and girls for college. There is a new spirit abroad touching other than the book learning of the high school. We are coming to a clearer estimate of the emphasis of physical education, as well as the social and aesthetic in preparing boys and girls for their duties as citizens."

JOHN H. FRANCIS

SUPERINTENDENT SCHOOLS, LOS ANGELES

"Teachers must go into politics, but not into cheap politics for personal gain. The teachers must organize; they must stand together for the interest of the children. We must see that five or six laymen with absolute power in their hands to control the school system, do not make a good system. The teachers must collect in councils and they must be the final source before which all matters belonging to the schools are taken. There must be an efficiency committee within the teachers' council itself; and we must carry our schools outside the schoolhouse and into the lives of the people."

A. J. CLOUD

DEPUTY SUPT. SCHOOLS, SAN FRANCISCO

"The reaction of the kindergarten upon the first grade work is extremely beneficial. I most emphatically advocate more kindergartens, because it encourages a child in the freedom of expression. A

child entering first grade from the freedom of his home meets with repression and is made to sit in silence. He becomes an onlooker and is abashed when called upon. In the kindergarten he learns little songs and dances which please him, and he feels the same freedom that he does at home. The transition from this work to the first grade is not so abrupt."

A. A. MACURDA

LOS ANGELES STATE NORMAL

"It becomes very easy for the teacher to fall into a way of saying to the youthful candidate for life, "Do as I tell you and you'll come out all right." As a consequence the world is filled with men and women whose ideas, politics, religion, habits and morals are all put on like ready-made garments regardless of fit or suitability. I do not gainsay the obvious truth that mankind's way of doing things is bound to be in the long run superior to any individual's whims and crotchets. I do not advocate a reckless anarchy in education or the removal of all the restraints of civilized customs and manners. But I do believe in the ideals of the ancient Greeks which taught liberation from custom, habit, convention, superstition and blind adherence to the past."

JAMES T. PRESTON

PRINCIPAL FRANKLIN SCHOOL, BERKELEY

Our State has decreed that children shall remain in school till they are sixteen years of age. Capital would have some of these made into a class easily controlled. Without the power to think or stand alone such people are compelled to come at the call of hunger. Labor wishes to rise above mere drudgery and contends that the producer should be the owner of what he has made. The educator tries to reconcile the two.

DON CARLOS ELLIS
U. S. FORESTRY SERVICE

The water which flows from over denuded hillsides carries soil with it which it deposits in the channels of streams impeding navigation and raising the flood level. It settles in storage reservoirs, gradually filling them up and rendering them useless and covering the more fertile soils of the valleys. It is estimated that we lose by erosion every year, an average of one billion tons of soil, the estimated value of which is one dollar per ton. Our soils are the richest on the face of the globe, but we need our soil on our farms, not as linings for our rivers, our reservoirs, and our bays. The Government is spending millions of dollars every year in a vain endeavor to keep out of the channels of our navigable rivers the silt ever flowing into them from our treeless slopes, flowing in faster than we can keep it out, soil which should never leave the slopes in the first place. If we would exert a small part of our energies to the headwaters of our streams, where nature has placed the forest to take care of the excessive water of spring, we would find that our task of regulating our streams and maintaining the purity of our water supply would be very much simplified.

P. P. CLAXTON
U. S. COMMISSIONER OF EDUCATION

"What we need is a general plan of national education, with headquarters at Washington, to direct the educational problems of the nation if we ever hope to get anywhere. The system as it is today needs many radical changes, from the kindergarten to the university.

"In the lower grades the children are shifted so rapidly to other classes that the teachers do not have time in some

cases to even learn the names of their pupils. This does not tend to efficiency and never will. The same is true of the university. The freshmen are taught largely by undergraduate professors, who know nothing of the principles of teaching. The result is that the mortality of freshmen classes is about 63 per cent. Thousands are entering college every year and thousands are dropping out simply because they are not placed under the proper kind of instructors. I believe we should have: 1, Compulsory school attendance laws. 2, Six years of elementary school and six years of high school, putting the boys and girls in college two years earlier. 3, The moving up of the teachers in the lower grades with their classes, thus giving them an opportunity to study their needs thoroughly."

RAY LYMAN WILBUR
PRESIDENT OF STANFORD UNIVERSITY

"There is too much foolishness being taught our children today. Hours are spent in an effort to pick similes and metaphores and all that stuff that we all forget as soon as we get out of school. The system is too shallow and does not go beneath the surface. There are too many good things to be studied to waste time with the things that cannot be used."

HONORABLE P. P. CLAXTON, United States Commissioner of Education and President Ray Lyman Wilbur of Stanford University, were guests of the California Schoolmasters' Club at its April meeting in San Francisco. President Wilbur spoke of some of the weaknesses as he found them in the education of today, and Commissioner Claxton outlined in a masterful speech certain improvements in education toward which he was working.

NEW PRESIDENT OF MILLS COLLEGE

THE Board of Trustees of Mills College (of Oakland, Cal.) announce the election of Aurelia Henry Reinhardt, of the University of California, to the presidency of the College.

Mrs. Reinhardt is well known throughout California as a University Extension lecturer on English literature, and also, for three terms, as State chairman of literature of the California Federation of Women's Clubs. She is a life member of the Association of Collegiate Alumnae, a member of the Town and Gown Club of Berkeley, of the Prytanean and English Club of the University of California.

Mrs. Reinhardt has a national reputation also, as a scholar of distinction. After graduating from the University of California in 1898, she taught in the English department of the University of Idaho. In 1901-03, she was a scholar and fellow in English in the Graduate

School of Yale University. While at Yale she edited and translated *The Divine Monarchy* of Dante Alighieri, and this publication is now a college text-book. Later she held a European fellowship. While in residence at Oxford University in England she edited and published *Episcene*, or *The Silent Woman*, by Ben Jonson, for which she received the degree of Doctor of Philosophy from Yale University in 1905. She is a member of Phi Beta Kappa, of the Dante Society of America and of the Concordance Society of America.

Mills College, for more than a generation known as Mills Seminary, used to be hidden away in the foothills of the eastern shore of San Francisco Bay. Several years ago the Seminary was discontinued, and, today, the College on the same site, with its 135 acres of picturesque wooded campus, is included in the boundaries of the growing city of Oakland.

SOUTHERN SECTION DEMOCRACY

[The following communication from Secretary Cross, of the C. T. A., Southern Section, and the accompanying letter by Superintendent Keppel are self-explanatory.—Editor.]

Pasadena, Cal., April, 1916.

Dear Sir:

The Executive Committee of the California Teachers' Association, Southern Section, is formulating plans for the next annual convention of the association. It is the feeling of the committee that the method of procedure should be more democratic, and that every member who wishes so to do, should be given the opportunity of voicing his opinion. Will you, therefore, kindly inform your teachers that any suggestions relating to speakers, program, place and time of meeting, formation of new sections, or any line of discussion will be welcomed if sent to the Recording Secretary at Pasadena.

In the near future a general conference of all those who are interested in

education will be held for the purpose of discussing in a general way plans for the coming year.

Thanking you for your hearty co-operation and asking that your own suggestions be sent before June 1st, I remain,

Very sincerely yours,

JEROME O. CROSS,

Rec. Sec. C. T. A. S. S.

Los Angeles, Cal., April 12, 1916.

Prof. Jerome O. Cross,

High School, Pasadena, Cal.

Dear Friend:

I have your circular letter in regard to the California Teachers' Association, Southern Section's plan. I think that would be a bully letter to print in the *Sierra News*, because the members of the Association receive and read the *News*. Truly yours,

MARK KEPPEL,
County Supt. of Schools.

VOCATIONAL GUIDANCE MATERIAL

BY RICHARD G. BOONE
UNIVERSITY OF CALIFORNIA

During the coming Summer Session of the University of California, more than the usual attention is to be given to a study of Vocational Guidance. The Vocational Guidance Society of California has been organized to work upon the problem, and the proposed investigation is intended to aid in that work.

A small group of mature and experienced students, limited in numbers, will undertake some careful studies. Mr. C. L. Jacobs, of San Jose, a member of the State Society, and on the Summer School staff of instructors, will conduct the class, and supervise the gathering of material. Offices are to be opened in San Francisco and Oakland, as well as in Berkeley. Brief questionnaires, accompanied by explanatory letters, will be sent out to business men, manufacturers, ranchers and gardeners, and housekeepers, and to school principals.

Principals will be asked for information as to the number of pupils likely to desire summer employment; and employers, the numbers of youths (boys or girls) they can use in summer work—the kind of work, wages, etc. For both the employer and worker, it should be a

time of trying out skill and adaptability to the occupation. Both should profit by the experience and the information. In practice, the venture will be a summer employment bureau for adolescent boys and girls. In a more far-reaching purpose, it is meant to further a research into the conditions and means and methods of wise guidance of youth to training in suitable employments. It should be mutually helpful to employers, employees and to schools.

It is intended, subsequently, to make the facts and conclusions of the study available to all three parties to the investigation. It is hoped therefore, that all questions asked on the sheets to be sent out may be answered frankly and fully, and the returns sent in promptly, by all correspondents. Replies may be sent to the Vocational Guidance Society, Office Superintendent of Schools, San Francisco, or Office Superintendent of Schools, Oakland, or Department of Education, University, Berkeley. Should these forms and letters not reach any employers or principals who wish to cooperate in this investigation, copies may be had upon application as given above.

GRAMMAR SCHOOL PRINCIPALS' ASSOCIATION

The Grammar School Principals' organization of Los Angeles County has been formed with George Hetzel of Pasadena, as President, H. H. McCutchan, Long Beach, Vice President; M. W. Chandler, Glendale, Secretary, and Mary E. Fuller, Pomona, Treasurer. These officers, with three others to be appointed by the President, will constitute the Executive Committee. The committee is now at work on a Constitution and By-Laws. There were present at the meeting, the County Superintendent of San Diego County and a representative of San Bernardino County. The belief is expressed that this organization is the be-

ginning of bringing together the grammar school principals in the entire Southern Section. To this end, other counties will be asked to organize and to send representatives. There were as speakers upon the program, Mr. E. E. McCullough and Mary E. Fuller, who discussed educational benefits from organization, and Dr. A. W. Plummer and R. D. White, the financial benefits. Commissioner McNaught of Elementary schools, and Secretary Chamberlain of the Council of Education, who were upon the program, were unable to be present. It is hoped that the other counties will as rapidly as possible form local organizations.

SUMMARY OF MINUTES OF THE STATE BOARD OF EDUCATION

PREPARED BY SUPERINTENDENT HYATT AND COMMISSIONER WOOD

THE State Board of Education met in Los Angeles, April 10-15.

Mrs. Ray was designated to represent the Board at the annual meeting of the Council of Education, to be held in San Francisco, April 22d. The three commissioners of education were also instructed to attend.

Commissioner Wood recommended that the annual examination for the State High School Credential be May 22-24, inclusive, to be held in the offices of the Board at Sacramento and Los Angeles, and that the Commissioner of Secondary Schools be instructed to secure the services of competent persons to prepare questions for the examination.

Mr. DeMotte offered a resolution recommending that the Secretary of the Board be instructed to advertise for textbooks in English, the contract for the same having expired; that bids be submitted at the September meeting, and that the contest be conducted under the regular rules established for such submissions. Resolution adopted.

The following committee appeared before the Board: Senator Thompson, Mr. Fish, and Mr. Arthur Will, Chief of the Legislative Counsel Bureau. Senator Thompson presented the following formal request from the Special Legislative Committee: The Legislative Committee appointed to investigate the subjects defined in A. C. R. 26, 1915, will be glad to receive from the State Board of Education any suggestions that will assist it in prosecuting its work or any statement that the State Board cares to submit regarding the matters before the Committee. He also reported the findings of the Committee, which was ap-

pointed to investigate the subject of high school textbooks, stating that the committee had held a session, lasting several days, at Los Angeles, in March, and would meet again in San Francisco on May 15th. At that time, the committee would be expected to conclude its findings, and to prepare drafts of bills to be presented at the next legislature. He requested, on behalf of the committee, that the Board be represented at the approaching meeting and suggested that perhaps the Board would like to recommend the limitation of the number of approved books in each subject. Commissioner Wood stated that it might be possible to discard certain books, permitting their use during the life of existing contracts, if such action would be legal. Mr. DeMotte believed the Board could safely take such action. The three members of the Textbook Committee and Commissioner Wood were instructed to attend the meeting of the special Legislative Committee in San Francisco on May 15th.

The following requirements for admission to and graduation from the kindergarten training course in California State Normal Schools were adopted:

KINDERGARTEN—PRIMARY COURSE

The regulations and requirements for entrance and for graduation shall be the same as those established for entrance to and graduation from the Regular Teachers' Normal Course, with the following modifications and additions:

The one required unit of education shall include at least one half unit of professional work dealing with the principles and theory of kindergarten and

child life. The two and three-fourths units of practice teaching and special methods shall include principles and theory of kindergarten and child life. One-half of the minimum requirement in practice teaching shall be in a kindergarten, the other half in a first grade.

There shall be required at least one-half unit in physical education, with special reference to kindergarten plays and games, in addition to that specified for elementary teachers; one-fourth unit in primary and kindergarten literature and story-telling; one-half unit in primary and kindergarten handwork; one-half unit of special kindergarten music, including piano playing. No student may be admitted to the Kindergarten-Primary Course who cannot play simple melodies, songs and marches upon the piano.

SPECIAL TEACHERS' NORMAL COURSE

Any person having the qualifications prescribed for provisional undergraduate standing in the "Regular Teachers' Normal School Course," may be admitted to the special teachers' courses maintained by any of the state normal schools other than the Santa Barbara State Normal School of Manual Arts and Home Economics, which school will admit persons with two years' satisfactory academic or professional training beyond a high school course.

THE SCHOOL EXPERTS who are now examining into the Los Angeles school system, are Dr. Walter A. Jessup, Dean of the College of Education, State University of Iowa, and Professor Albert Shiels, Director Division of Reference and Research, Department of Education, New York. These experts were named by President Butler of Columbia University and President Judson of Chicago

Students entering for special subjects in the various Normal Schools must pass an examination in oral and written expression.

The minimum requirement for graduation in any special subject or group of special subjects shall be the minimum requirement specified in the regulations established by this Board for the government of educational institutions accredited to recommend individuals for special certification as set forth in Bulletin 10.

It was decided to copyright the text in California history, written for the State of California by Mr. Valentine.

The Board authorized the continuance of ninth grade classes in normal training schools where they already exist, or their inclusion where they might be desired until June 30, 1917.

Mrs. Ray reported that the work of codification done by Mr. Will, Chief of the Legislative Counsel Bureau, had been completed.

Health and development credentials were granted the following: Drs. Earl E. Burk, Joseph J. Carter, Cecil F. Charlton, Benjamin M. Frees and J. Margaret Roberts, Los Angeles, and Dr. Mary A. Harriss, San Francisco.

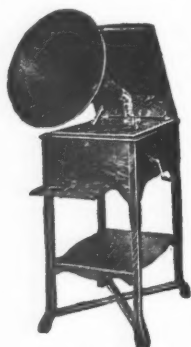
High School Credentials were granted to seven applicants, and credentials in special subjects to 55 applicants.

University, they having been requested by the Board of Education of Los Angeles to name the Commission of Inquiry. Superintendent C. E. Chadsey of the city schools of Detroit will, it is reported, also assist. As all of these men are experts in their several lines, and as they are sitting more as a commission of inquiry than as a survey committee, it is expected their work will be immediately helpful.

A NEW Graded List of Victor Records for Home and School is Now Ready



This booklet contains a list of over one thousand Victor Records, carefully graded for use in Kindergarten, Primary, Intermediate, Grammar, Junior High School and High School. An accompanying note explains each record and its use.



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Educational Department

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News Notes and Comment

State and National

N. E. A.

MADISON SQUARE GARDENS

NEW YORK, JULY 3-8

CALIFORNIA'S DELEGATION to the N. E. A. this year should break all records. The fact that the annual meeting was held here last summer resulted in an awakened interest in the N. E. A. and a greatly increased membership from California. A Committee on Co-operation with the N. E. A. has been appointed. Mrs. Susan M. Dorsey, Assistant Superintendent of Schools, Los Angeles, who is the State Director of the N. E. A., is serving as Chairman of the Committee, the other members of which are: Jeremiah M. Rhodes, Superintendent City Schools, Pasadena; Miss Elizabeth Arlett, Principal Laurel School, Oakland; Miss Rose E. Beaty, 390 Alcatraz avenue, Oakland; Miss Mary Carmichael, Principal Evergreen School, 973 South Second street, San Jose; Mrs. M. E. Schallenberger McNaught, Commissioner Elementary Schools, Sacramento; Arthur H. Chamberlain, Executive Secretary, California Council of Education, Monadnock Bldg., San Francisco.

A headquarters hotel has been secured, and accommodations are being reserved in advance. Numbers of our members are planning special parties for travel to and from New York, thus securing reduced rates and the best of service, together with the assurance of congenial company. Parties are being organized to secure special cars and possibly special trains, over various routes of travel. Any of our members desiring to join these parties may do so.

One party is planning to go by way of the Canadian Pacific, through the Canadian Rockies, the Great Lakes and Thousand Islands. Another plans to go by way of the Great Northern, through Glacier National Park, meeting the Canadian Pacific party at St. Paul, and taking in part of the Great Lakes trip and

the trip through the Thousand Islands, outlined above.

The return trip will be made by way of the Erie Railroad to Chicago, thence by the Burlington to Denver, and the Rio Grande through the Rocky Mountains to Salt Lake or Ogden. From Salt Lake, the Southern California members will go by the Salt Lake Railroad to Los Angeles, and the Northern California delegation by the Southern Pacific to Northern California points.

Those going via the Canadian Pacific may make the trip to Seattle or Vancouver on the ships of the Pacific Coast Steamship Company. This refreshing ocean voyage can be included in the regular itinerary at no additional expense for ticket and berth and meals are included, thus making a considerable saving.

The Great Northern Pacific Steamship Company, operating between San Francisco and Portland, connects with the Great Northern Railroad at Portland and the Canadian Pacific at Seattle. The steamers are palatial, no time is lost and berths and meals are included.

For detailed information in regard to these special parties, dates of departure, etc., also outlines of inexpensive summer outings, write to Travel Bureau, Sierra Educational News. For information in regard to the N. E. A., headquarters in New York, etc., write to Mrs. Dorsey or any of the members of her committee.

THE NEVADA COUNTY Teachers Institute was held the week of April 17. Superintendent Fitzgerald invited among other speakers, Mr. C. P. Zaner of Columbus, Ohio, who presented the subject of Penmanship. There was an exhibition of wireless telegraphy by boys of the Nevada City High School under direction of Professor Warren Loree. There were a number of music and entertainment features. Honorable Job Wood, Jr., of the State office added no little to the value of the institute.

The Dictionary Habit

Dr. Henry Suzzallo, President of the University of Washington says: "Training children to a competent and ready use of the dictionary and fixing the habit of consulting it, is one of the main duties the school can perform for the student."

This highly desirable habit can best be formed through the use of thoroughly serviceable books—the genuine Webster's Dictionaries.

Webster's Shorter School Dictionary\$.60

544 pages; 35,000 words and phrases; 500 illustrations.

Webster's Elementary School Dictionary... .90

720 pages; 45,000 words and phrases; 900 illustrations.

Webster's Secondary School Dictionary 1.50

864 pages; 70,000 words and phrases; 1000 illustrations.

One of the books in this new series of Webster's Dictionaries should be in the hands of every student from the fifth grade through the university. Arizona recently adopted Webster's Shorter School Dictionary for all children in grammar grades in that state.

Note to California Superintendents

The California State Board of Education has decided that the State cannot legally furnish dictionaries under the free textbook law. The books should be supplied by local boards of education. Los Angeles placed an order recently for 1500 Webster's Elementary School Dictionaries, and San Diego has just called for 1000 Webster's Shorter School Dictionaries. Several of the smaller cities have ordered one or the other of these new books.

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Say you saw it in the Sierra Educational News

THE PUENTE UNION HIGH SCHOOL Buildings were formally dedicated on the evening of May 5. There were present as speakers, Hon. Edward Hyatt, Superintendent of Public Instruction, County Superintendent Mark Keppel of Los Angeles, Dr. A. E. Wilson, Principal Manual Arts High School, Los Angeles. The address on behalf of the trustees was by A. G. Clabaugh, President of the Board. This new group of buildings at Puente is one of the finest high school plants in the state, and would do credit to a much larger town. Principal Ben S. Millikan, to whose untiring efforts is largely due the erection of this group, and to his associates, upon the faculty, too much credit cannot be given. Following the addresses, that were scholarly and forward-looking in the highest degree, and appropriate music, the large audience was shown over the buildings. The cost of the plant is well on toward \$100,000. The auditorium is to be used

as a general meeting place and civic center for the community. Among prominent visitors present were Principal W. L. Babcock of El Monte High School and State Senator P. F. Cogswell.

THE SCHOOLWOMEN'S TIME TO TIME CLUB, met in Hotel Mt. Washington, Los Angeles, April 25. Luncheon and a delightful social hour were followed by talks by Mrs. Waters of the Los Angeles Board of Education, and Miss Latham of the Los Angeles Normal School. A committee on Proficiency-Efficiency, Mrs. M. C. Colver, Chairman, reported the replies to a recent questionnaire on the Merit system. The discussion pointed out the desirability of such a system, the difficulties of applying it, and emphasized the necessity for applying such a system "from the top down."

The General Equipment of a well appointed Wood Working Shop includes the following

DISSTON TOOLS

D 8 Cross cut hand saws, 22 inch, 10 point
D 8 Rip cut hand saws, 22 inch, 8 point
No. 14 Adjustable back, 14 inch
No. 70 Dovetail saws, 8 inch
Web Saws Complete, 14 inch
No. 10 Coping Saws
No. 7 Nest of Saws
No. 36 1/2 Hack Saw Frame and Blade
Cabinet Scraper, 3x6 inch
Cabinet Burnishers Oval No. 1
Hand Saw Jointers
No. 28 Triumph Sawsets
No. 280 Triumph Sawsets
D 3 Saw Filing Guide and Clamp Complete
No. 75 Plumb and Level, 24 inch
No. 3 Sliding T Bevel, 10 inch
No. 10 Mitre Square, 7 1/2 inch
No. 95 1/2 Mortise and Marking Gauges
No. 31 Screw Drivers, 6 inch
File Card and Brush
Perfection Shear Tooth Files Flat, 10 in. med.
Perfection Shear Tooth Files 1/2 rd. 10 in. med.
Augur Bit Files, 8 inch
Hunt's Chrome Special 3 square files

AND ITS BENCH EQUIPMENT

D 8 Cross Cut Saw, 22 inch, 10 point
D 8 Rip Cut Saw, 22 inch, 8 point
No. 4 Back Cut Saw, 12 inch
No. 10 Coping
No. 7 Nest of Saws
Cabinet Scraper, 3x6 inch
Cabinet Burnisher Oval No. 1
Hand Saw Jointer
No. 83 Marking Gauge
No. 5 1/2 Try Square, 6 inch
No. 9 Screw Driver, 5 inch
Perfection Shear Tooth File, 10 in. flat med.
Perfection Shear Tooth File, 10 in. 1/2 rd. med.
Hunt's Chrome Special 3 square file.
No. 3 Sliding T Bevel, 8 inch

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Registrar, Mills College P. O., Calif.

Say you saw it in the Sierra Educational News

The Canadian Pacific Rockies

See new worlds this summer—renew your viewpoint—refresh your mind with new sights and scenes.

Here are three suggestions: First, the "Back-East" trip; Second, Alaska; Third, the Banff trip.

The "Back-East" Trip

For the great National Education Association Convention in New York, July 3 to 8, 1916. You can make a most delightful trip of this at very moderate cost. Take the Shasta route through California, Oregon, Washington and Puget Sound, or by one of the steamship lines to Portland or Seattle, thence to Victoria and Vancouver, and through the wonderful canons and mountain scenery of the Canadian Pacific Rockies and through the great wheat plains of Western Canada. See the Great Lakes, the wonderful Thousand Islands of the St. Lawrence, Montreal and old Quebec, going through the White and Green Mountains to New York, returning via the United States. This trip can be reversed.

Alaska—Land of the Midnight Sun

With its wealth of romance, charm, interest, opportunity. One of the weekly cruises (twice weekly, July only) of the Canadian Pacific Princesses to Alaska takes you past the blue and green glittering glaciers, past snow-capped mountains, mighty rivers, fjords and rugged coast line. Fittingly described as One Hundred Norways in One. These Canadian Pacific steamers take the famous inside passage, stopping at Alert Bay and Indian Village, famous for its Totem poles, at regular British Columbia and Alaska ports, and makes a special call at Taku Glacier. Stop-over of two days at Skagway. Passengers may go to Lake Bennett or White Horse on the upper Yukon.

The Banff Trip

Through the tumbling, stupendous mountain passes of the Canadian Pacific Rockies, the gorgeous wonderland of America, with peaks that kiss the skies. Shimmering lakes and tumbling cascades. Special rates from all California points to Banff and return. One way via Shasta route, Puget Sound, the Fraser and Thompson River Canons, and Mountains of the Gold Range, Selkirks, and Canadian Pacific Rockies. Stop at Glacier, Field, Lake Louise, Balfour and Banff. Return via the beautiful Arrow Lakes, Kootenay Lakes, Boundary Country and Spokane. The most wonderful trip in the world.

Write for reservation in sleeping cars, steamers and hotels. Also, descriptive literature of various tours. Please advise which tour you are particularly interested in. Address:

F. L. NASON, General Agent
645 Market St., San Francisco, Cal.



A. A. POLHAMUS, Gen. Agent
708 S. Spring St., Los Angeles, Cal.

N. E. A. JULY 1st TO 8th AT NEW YORK Via Erie R. R.

A TEACHER'S SPECIAL TRAIN WILL LEAVE CHICAGO
JUNE 29th, 11:00 A. M., FROM DEARBORN STATION

Stop-overs at any station permissible, Niagara Falls, Chautauqua Lake, etc. Variable Routes if desired, with return trip via Washington, D. C., at small additional expense. Write for rates and information to

H. L. ENGEL, Traveling Passenger Agent, Erie R. R.
204 Phelan Building, San Francisco, Cal.

THE OAKLAND TEACHERS' ASSOCIATION, Past, Present, Future, is the title of a bulletin covering all phases of the activities of the organization, its history, sick benefit opportunities, work of the various sections, principals' study club, and contains communications from the Superintendent of Schools, President of the California Council of Education, and reports of officers. The association was organized in 1899, the President being Miss Margaret I. Poore. The frontispiece carries a creed under the title, I am a Teacher, by Lewis B. Avery, Assistant Superintendent of Schools.

THE STATE NORMAL SCHOOL of Manual Arts and Home Economics at Santa Barbara is in continuous session, the next term beginning June 19. There are attractive courses for women in Household Arts and Sciences, in Manual and Applied Arts and kindred subjects, and for men in Manual and Industrial

Arts and Technical and Vocational Training. There is no tuition, and the laboratory fees are nominal. Correspondence should be addressed to Miss Edna A. Rich, President.

THE EDUCATIONAL AND VISUAL Play Committee in Los Angeles is conducting a campaign for establishing motion pictures in every High and Normal School in the state, and has asked the City Council of Los Angeles for an appropriation of \$50 to be used in securing information as to what is being done elsewhere and in promoting the cause generally.

A BEAUTIFULLY ILLUSTRATED BOOKLET of scenes in Glacier National Park and along the Pacific Coast will be sent free, by Mr. A. B. C. Denniston, 665 Market street, San Francisco, to those who write and mention the Sierra Educational News. This book describes a delightful, yet inexpensive summer trip by rail and water to Glacier National Park.

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The same easy-teaching features that have helped all these other teachers will help you make music more interesting to your pupils.

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These Excursions are on S. S. **PRESIDENT** and **GOVERNOR**, sailing from San Francisco every Saturday at 12 noon, calling at Victoria, B. C., Seattle, Tacoma, Everett, Bellingham, Anacortes and Vancouver, B. C.—including the seven large cities of Puget Sound, voyaging from port to port, sightseeing, resting and gaining health from the fresh air and sunshine.

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THE SAN DIEGO NORMAL SCHOOL Summer Session promises to be one of the best ever held there. No pains is being spared to secure the very best instructors and lecturers, and many attractive courses are to be offered of value to teachers in rural, graded and high schools. Detailed information may be secured by writing to President E. L. Hardy of the State Normal School, San Diego. The first term begins July 5, the second term August 21.

IN THE PASSING OF OLIVER W. BEST, California loses one of her most promising school men. Mr. Best was a graduate of the University of Southern California. He was director of the Echo Park Playground in Los Angeles, and became assistant to Dr. Beach in the Physical Education Department of the city schools. For several years he has been a teacher of History in the Thirtieth Street Intermediate school. One year ago, as the representative of the intermediate school teachers of Los Angeles,

he was sent to Sacramento, and there labored earnestly and effectively for the passage of the Intermediate School Bill. His death occurred April 11th.

A SCHOOL FAIR will be conducted at San Leandro, May 26-27, for the exhibit of home work done by the pupils. Principal Guy Smith finds that these fairs encourage the pupils to spend their time at home in useful, construction work. Exhibit of manual training work, drawing, cooking, garden products, etc., will be shown and in the evening folk dancing, chorus singing, and band music will be given out of doors.

THE LAKE COUNTY TEACHERS' INSTITUTE occurred at Lakeport, April 25-27. County Superintendent Minerva Ferguson secured as instructors Superintendent Mark Keppel of Los Angeles County, Dr. E. R. Snyder, Commissioner of Vocational Education, and Wallace Hatch, Secretary Bureau of Visual Education, University of California. Mr. Keppel spoke on School Organization,



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Make childhood happy, healthy and useful. To do this you need Playgrounds and "Fun-Ful" Apparatus. Our equipment is the very last word in

both design and construction. It is the result of school and manufacturing experience. Boys and girls the world over know our products.

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First grade children need help quite as much as older pupils; therefore see that they are provided with inspiration "First impressions are most lasting."

The State Board of Education has adopted the best. You are entitled to it. Your pupils and teachers need the information, help, and inspiration now at your disposal for the first time free of expense.

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Sept. 7, 8, 12, 13.

Tickets will also be sold to Buffalo, N. Y., July 4, 5 and 6, August 1, 2, and 3; to Cincinnati, Ohio, July 11, 12 and 13; to Davenport, Ia., July 26, 27 and 28; to Chattanooga, Tenn., September 11 and 12.

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Broadway at Twelfth Street, Oakland, Calif.

the Economic Values of Education, Some Vital Educational Needs, Preparedness, Man, The Master of the World, and Discipline. Commissioner Snyder discussed Expression, the Part it Plays in Thinking, Drill in Arithmetic, and Vocational Education. Mr. Hatch considered Visual Education and School Exhibits. These speakers were assisted by John E. Williams, Walter C. Christensen, John G. Howes, J. W. Abercombie. There was a rich program of music, an excursion on Clear Lake, and a splendid entertainment given by the pupils of the Lakeport Grammar School under the direction of Miss Mary Meredith.

THOSE INTERESTED in Visual Instruction will be glad to know that the Victor Animatograph Company have recently produced the new Model No. 2 Victor Animatograph, which is a standard motion picture projector of the portable type. The Animatograph was the only instrument of this type that was ap-

proved by the Committee on Visual Instruction at San Diego last November. Information concerning any type of slide or film projector may be had by addressing the Victor Animatograph Company, 182 Victor Bldg., Davenport, Ia.

BAND UNIFORMS, recently ordered by Principal Guy Smith, of San Leandro, for his growing band proved to be of a slightly different shade of color from his original lot. The new uniform is very attractive but since they do not match the original, he offers them for sale at a low figure. This is an excellent opportunity for some school to fit out a band at small cost. See add on page 311.

A TEACHERS' COMPETITIVE EXAMINATION for positions in San Francisco Elementary Schools, will be held Friday and Saturday, June 16-17, 1916. For further information apply to M. R. Norris, Secretary Board of Education, City Hall.

All-Spanish Method

By Guillermo Hall, adjunct professor of Spanish in the University of Texas

A Direct and Natural Method

1. Teaches Spanish in Spanish.
2. Gives conversational command of the language.
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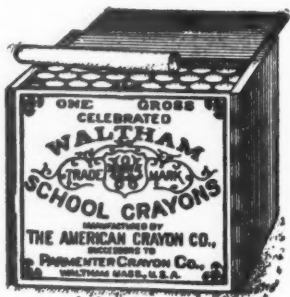
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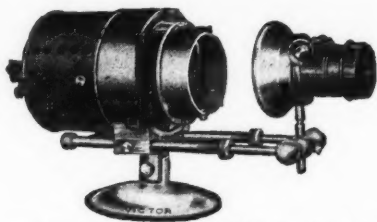
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Say you saw it in the Sierra Educational News

AN EVENING HIGH SCHOOL was organized in Gilroy by Supervising Principal E. E. Brownell and began work the evening of November 1st. During the first week the enrollment reached 58, and at the end of the first month the number increased till it was sixty per cent of all the number attending the day high school. Four teachers are employed. Instruction is given in Spanish, Bookkeeping, Typing, Stenography, Commercial Arithmetic, Commercial English, Mechanical Drawing, and Manual Training. The most popular subjects are Spanish and Bookkeeping, two periods of work being given each night to the former subject. Great in-

terest is manifested in the work by the pupils, especially by those of mature years.

VISUAL EDUCATION, according to newspaper account of report made by Superintendent Keppel of Los Angeles County, will cost the county a minimum of \$5,105 and a maximum of \$10,105 per year. The newly established department will benefit 115,000 Grammar Grade children and 25,000 High School children residing outside those districts governed by City Superintendents. The Director of Visual Education is rapidly securing a supply of films, slides and projection apparatus. The work is being carried on in earnest.

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From 9 to 16 years of age. (Coat and Cap) **\$3.50**

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July 17 to August 18, 1916

Full Normal Course for Physical Directors, playground workers, teachers and those interested in Physical Training, Certificates Granted.

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Hazel Mauzy will teach latest work of Chalif's Normal School, Summer Course, 1916. For Catalog, address

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Its regular use insures against insect pests and aids in keeping down contagious diseases.

One pint of NUC-OLEUM makes 25 gallons of emulsion. For sale by

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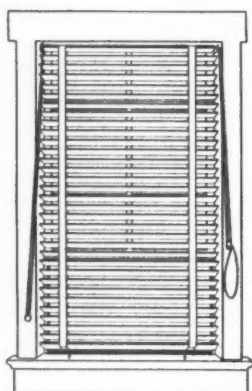
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The Old and the New

Textbooks in geography are now being considered more carefully than ever, because of the interest in the subject aroused by the war in Europe. Changes were unusually many last year, and will be more this year.

When you introduce new books, you want the most modern in method, organization, content. You are not interested in antiquities—even though masquerading in modern dress. Real contributions to the teaching of geography have been made in recent years. Why not take advantage of them?

The Tarr and McMurry New Geographies

The only textbooks that incorporate modern progress in the teaching of geography—in organization of material, method of presentation, thoroughness, and interest. Compare them with their ancient and pseudo-modern competitors in these fundamental points—and you find them without rivals.

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Say you saw it in the Sierra Educational News

THE NEW LOS ANGELES CHARTER to be voted upon soon proposes several changes that affect the School Department. The two-year term of Board members is changed to a four-year term. It provides that "The Board of Education shall establish and maintain a fair and equitable system of merit for the appointment, promotion, demotion and discard of all teachers in the city schools, including all deputy and assistant superintendents, principals and all other attaches and employees of said Department except the City School Superintendent." Authorities state that in various ways the work of the School Board and Superintendent is simplified and made more direct and the interests of the teachers safeguarded.

THE DEDICATION OF THE NEW PIPE ORGAN in the Union High School at Redondo Beach, April 11, 1916, has struck a new note in school equipment. The organ was installed at an approximate cost of \$7,500, and is destined not only to supply the needs of the high school, but also is expected to prove one of the chief attractions of the civic center movement which will center about the high

school, and its splendid auditorium. This organ is the second such to be installed in a high school west of the Mississippi river, according to Mark Keppel, County Superintendent of Schools for Los Angeles County, the other being at Van Nuys High School, now a part of the city of Los Angeles. Mr. Keppel made the dedication address, and Dr. W. E. Wilson, Principal of Manual Arts High School, Los Angeles, voiced the congratulations of the high schools of Southern California. C. A. Langworthy, through whose efforts the new high school with its magnificent equipment has largely been made a reality, presided and received the felicitations of his fellow educators.

Government Positions for Teachers

All teachers should try the U. S. Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$600 to \$1800; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. K 231, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

Bids Wanted for Textbooks in Language


The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Language books for the third, fourth, fifth, sixth, seventh and eighth grades of elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 706, Forum Building, Sacramento, on or before September 1, 1916.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in language," may be submitted on or before the hour of 4 o'clock p. m. of September 1, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.



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"Most popular pen in the World."
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FLAG DAY

June 14th, 1916

Has your school complied with the law?

The California School Law requires that the U. S. Flag be displayed both outside the building and inside the school room during school hours.

For a limited time only, until Flag Day, we will make the following special prices on flags, postage paid:

Length	Each
3 feet	\$1.60
4 "	2.00
5 "	2.60
6 "	3.00
7 "	3.80
8 "	4.40
10 "	6.80
12 "	8.00

Made of best quality Standard Wool Bunting, double felled, full complement of stars, sewed on both sides. Canvas Heading.

We also carry all kinds of special Flags and Banners, Pennants and Burgees. Silk Flags and Banners. California Bear Flags, Foreign Flags, Etc.

Write for Prices on Special Flags.

We will accept your warrant in payment to be paid out of next apportionment of funds. This makes it easy to comply with the law.

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Summer Normal Session

July 3 to August 11, 1916

This course offers the most practical and scientific training possible for the commercial teacher. In addition to instruction in elementary, intermediate, and advanced shorthand, the pedagogy of Shorthand, Typewriting, Office Training, Business English, and Commercial Correspondence is successfully imparted, and teachers have an opportunity of conducting practice classes under the supervision of competent critics.

The course prepares eligible teachers for the Gregg Federation Teachers' Certificate, and for the Teachers' Certificate granted by Mr. Gregg.

Unusual Features

1. A new feature this year will be a six-weeks' reporting course conducted by Mr. Fred H. Gurtler for teachers who wish to increase their speed. The work is highly concentrated, every moment being made to count for the upbuilding of speed and accuracy.

2. A special class for teachers of other systems wishing to change to Gregg Shorthand was one of the most successful innovations last year, and will be an integral part of the course in the future. Drills are given on the forms and combinations that are peculiar to Gregg Shorthand, with full explanations as to why they are different from other systems; and suggestions are given as to the best methods of handling the work in changing from other systems to Gregg Shorthand.

3. Visits to some of the big business houses of Chicago under the direction of members of the faculty are productive of wonderful results. Many teachers never have the opportunity to see how the products of the business schools measure up to the requirements of modern business.

Write for a copy of the school's announcement for 1916 and plan now to get the Gregg training this summer.

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THE SUTTER COUNTY TRUSTEES' Institute was held at Oroville, April 15, and participated in by County Superintendent of Schools, Mrs. Pearle Rutherford, Dr. A. W. Stamper of Chico Normal, County Librarian Miss Gladys Brownson, Edward O. Amundsen, Placer County Farm Advisor, Mrs. J. B. Hughes and others. There was a large attendance and much enthusiasm. The Trustees of the county were loud in praise of the institute, declaring it to have been of the highest value to them.

MR. JAMES EDWARD ROGERS, Secretary of the Recreation League of San Francisco and a member of the faculty of the Lowell High School for the past five years, has accepted a Field Secretaryship with the Playground and Recreation Association of America. Mr. Rogers left on the first of May for his position in the East, with headquarters at Chicago and New York. His work will be to survey and expert and recommend the administration of schools, parks and playground recreation centers. He has been closely identified with the philanthropic and civic work of San Francisco and has labored on many public and private commissions for the educational and recreational improvement of San Francisco.

HALL'S ALL SPANISH METHOD, published by World Book Company, Yonkers-on-Hudson, New York, is being used in several California high schools. It is a direct and natural method.



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ONE CENT EACH For 25 or More, Postpaid.
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Bird Pictures in Natural Color

Two Cents each for 13 or more. Size 7x9.

Large Pictures for Framing on paper 22x28.
75 cents each; 8 for \$5.50.

(After July 1, these pictures will be 90 cents each; 10 for \$8.50. Order NOW, even if you do not frame them until next fall.)

Catalogues: Send 5 two-cent stamps for beautiful catalogue of 1600 miniature illustrations, two pictures and a bird picture in natural colors, and, in May, a Seven Cent picture on paper 9x12.



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BIRD HOUSES BOYS CAN BUILD, Siepert	\$.50
Illustrates with photographs and drawings bird houses of all kinds and styles, also bird baths, feeders, shelters and other bird accessories. Just the book for boys.	
ART IN DRESS WITH NOTES ON HOME DECORATION, Bolmar and McNutt35
A textbook of the principles of art applied to dress, millinery and home decoration. For students in high schools and normal schools.	
ESSENTIALS OF WOODWORKING, Griffith—New Edition75
The standard text in elementary woodworking for grammar and high school students	
WORKSHOP NOTE-BOOK WOODWORKING, Greene15
A combined text and note-book for students of woodworking. For the 7th and 8th grades and in the high school. A practical teaching tool.	
PROBLEMS IN FARM WOODWORK, Blackburn	1.00
Contains 60 plates of working drawings showing 100 practical farm projects. Complete instructions with each plate.	
HANDICRAFT FOR GIRLS, McGlauffin	1.00
A manual for teachers of sewing in grades 3 to 8.	
PROBLEMS IN MECHANICAL DRAWING, Bennett75
Contains the best collection of elementary problems available. The standard text for first year high school and normal classes.	
MECHANICAL DRAFTING, Miller	1.50
A practical text on commercial drafting for advanced high school and first year college students.	
HANDWORK IN WOOD, Noyes	2.00
A reference book for teachers and textbook for normal and college classes	
ART METAL WORK, Payne	1.50
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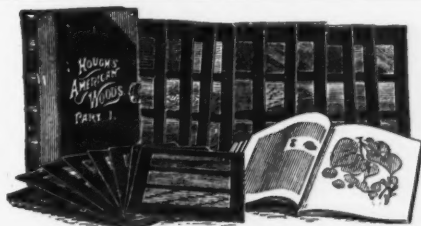
We would welcome an opportunity to tell you more about this exceptional line of Hammers.

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THE VOCATIONAL GUIDANCE SOCIETY of California is the new title for the former Society for the Promotion of Vocational Education and Occupational Guidance. The March meeting of the Society was addressed by Mr. William W. Mullen, Editor of the Labor Clarion, who discussed part-time schooling for learners in the printing trade, and by Superintendent Barker of Oakland, on an experiment in teaching salesmanship to department store employees. The April meeting was held in conjunction with the Bay Section, C. T. A., the topic for discussion being Printing, by Principal Addicott of the Polytechnic High School, San Francisco, and Samuel T. White of Oakland; the subject of Electricity was presented by R. A. Jones of Oakland and A. L. Jordan of San Francisco.

THE SIERRA SUMMER SCHOOL conducted by the Fresno State Normal at Lake Huntington, June 26-August 4, has issued an announcement giving the Faculty list, the Courses to be offered, and general information relative to the location, accommodations, railroad rates, tuition, credit and the like. Lake Huntington is an ideal spot for a summer school. Those interested should address President C. L. McLane, or W. B. Givens, Dean of the Summer School, State Normal School, Fresno, Cal.

AT THE DAVIS FARM the Eighth Annual Picnic on April 22 was the greatest event of its kind ever held in that part of the State. The people in California are awakening to the great value of the work done at Davis.



A Volume of "American Woods" displayed.

Our **American Woods** is illustrated by specimens, and it is so useful that its author has been awarded the special Elliott Cresson gold medal, on account of its production.

Our **Handbook of Trees** is photo-descriptive.

"Nothing but praise for the work"—*The Nation*.

"Extraordinarily thorough and attractive."—*N. Y. Times*.

Our **Mounts of Woods for Lantern and Microscope** are invaluable with those instruments.

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See current issue *California's Magazine*.

Write for information and samples.

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Say you saw it in the Sierra Educational News

Start Your Boys Right

Furnish them the same Machines as are used in the industries
—Don't give them a lot of toy machines to play with

The secret of the success of our No. 20 Saw Bench in the
Ockley Green School is well comprehended in the above

SCHOOL DISTRICT No. 1

Portland, Ore., March 7, 1916.
American Wood Working Machinery Co., Portland, Ore.

Gentlemen:

Yours of recent date received. The No. 20 Saw Bench the Board purchased of you for use in our Pre-Vocational Shop is giving perfect satisfaction in every respect.

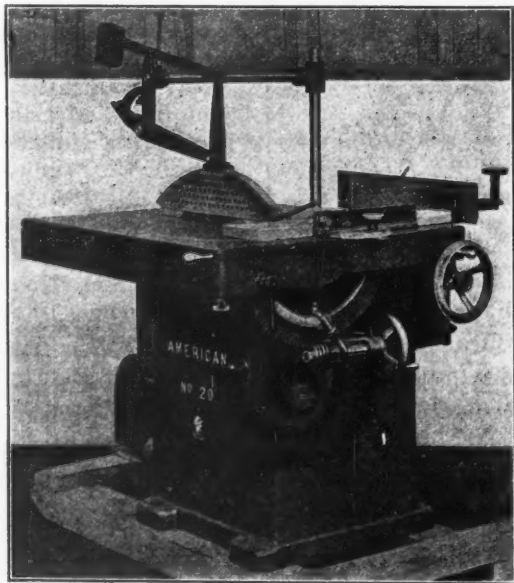
The feature that attracted me most favorably was its solid construction. Most makers of Manual Training machines seem to have the idea that because a boy is going to operate it the machine must be light. On the contrary, I find the more solid and substantial machine much safer and much more accurate.

I have certainly worked our table to the limit both extra heavy and extra light duty.

The safety devices have been noticed very favorably by all who have seen it in operation, Mr. Hoff, our factory inspector, having sent men from other shops to see it.

As a practical man I highly recommend it to all Manual Training men who want a perfectly constructed machine, absolutely safe and always ready for duty. Yours truly,

E. J. BURROUGHS, Supervisor,
Ockley Green School.



No. 20 Universal Saw Bench

American Wood Working Machinery Company

Western Sales Office, 525 Market St., San Francisco, Cal.
Executive Office, 591 Lyell Ave., Rochester, New York

Isaac Pitman Shorthand Wins Sweeping Victory in New York City School Championship

Nothing could be more convincing as to the superiority of the Isaac Pitman Shorthand than the outcome of the New York Metropolitan Shorthand Contest, held on January 29, 1916. This contest is open to writers of all systems of shorthand in the day and evening high schools of New York City and vicinity.

An interesting feature of this contest was the presence of teams using two different systems of shorthand, one from the High School of Commerce and another from the Commercial High School of Brooklyn. Of the seventeen who qualified in the day school contest, the first three positions were won by Isaac Pitman writers, only four of the Gregg writers passing the test at all. These four won respectively fourth, ninth, twelfth and fifteenth positions. With one exception, all the writers of 100 words a minute or over wrote the Isaac Pitman system.

In the evening school contest out of seven entrants, the Isaac Pitman writers won the first four positions, writing from 100 to 140 words a minute gross, and from 138.6 to 96.4 net.

In the amateur contest, at speeds varying from 120 to 200 words a minute the winners were all Isaac Pitman writers.

A complete report of the above contest will be sent upon request, also particulars of a Free Correspondence Course for Teachers.

BEST BOOKS ON SPANISH

Pitman's Spanish Commercial Reader. By G. R. Macdonald. Cloth, 170 pages, \$1.00.

Pitman's Commercial Spanish Grammar. 166 pp., cloth, \$1.00. In this book, Spanish grammar is taught on normal lines, and all grammatical points are illustrated by sentences in commercial Spanish.

Pitman's Commercial Correspondence in Spanish. 267 pp., cloth, gilt, \$1.00.

English-Spanish and Spanish-English Commercial Dictionary. 650 pp., cloth, gilt, \$2.25.

Manual of Spanish Commercial Correspondence. 328 pp., cloth, gilt, \$1.35. By G. R. Macdonald. Contains an extensive selection of commercial letters in Spanish and English.

RECENT VOCATIONAL PUBLICATIONS

Simple Lessons in Color. By H. A. Rankin. Cloth, gilt, 160 pp., with 36 full page colored plates, \$1.50.

Pencil Drawings. By H. A. Rankin. Cloth, gilt, 220 pp., with 153 illustrations, \$1.50.

The Teaching of Color. By the same author. Cloth, gilt, 178 pp., and 55 color plates, \$1.50.

Clay Modelling for Infants. 128 pp., cloth, 75c. By F. H. Brown, A.R.C.A. With 80 practical illustrations.

Simple Pictorial Illustrations. 190 pp. Cloth, gilt, \$1.35. By F. H. Brown and H. A. Rankin.

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ARTHUR G. MERRIAM, for many years President of the G. & C. Merriam Publishing Company, of Springfield, Mass., and publishers of the Webster Dictionary, died recently at La Jolla. Mr. Merriam has resided in Pasadena and La Jolla, and is well known both in the East and West. The Merriam Publishing Company was started 100 years ago by Homer Merriam, grandfather of the deceased.

"WHY A SAW CUTS," is the title of a pamphlet by Mr. F. M. Bassler, published by Henry Disston & Sons. This little book with its clear well printed illustrations, and accompanying text, is by far the best exposition of the actual working of a wood saw that we have seen. Its perusal will make clear to the mind of any student the operation of the saw, and will show why it is necessary to keep a saw properly sharpened and set. Most people know in a general way that by pushing a saw back and forth over a piece of wood, they can make a gash in it, but few understand the scientific principles underlying the construction and operation of the wood saw. This pamphlet will be sent to teachers and instructors in Manual Training Departments who write the Disston Company and mention the Sierra Educational News.

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Say you saw it in the Sierra Educational News

THE CLASSICAL ASSOCIATION of Southern California, held its spring meeting in Los Angeles, April 15. Prof. Howard L. Hunt, University of Southern California, presided. There was a large attendance. Dr. H. C. Nutting, University of California delivered the principal address.

A movement was set on foot to establish a central supply bureau for the loan or rental of illustrative and supplementary material to classical teachers.

Dr. Nutting presented before the meeting the proposition of the affiliation of the Classical Associations of the Pacific states and this was heartily endorsed.

The following officers were elected for 1916-1917: President, Dr. W. A. Ed-

wards, Los Angeles; Vice President, Miss Helen Williams, Oxnard; Secretary-Treasurer, Miss Bertha Green, Hollywood. The executive committee is composed of these officers and Mr. J. E. Donaldson, Fullerton, and Dr. W. D. Ward of Occidental College.

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THE SONG BOOK, "101 BEST SONGS," has passed the 2,000,000 mark, according to the report of The Cable Company. The company credits careful preparation and painstaking collection of songs, together with the low price of 3½c for the phenomenal sale of this book.

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Say you saw it in the Sierra Educational News

This Summer Glacier National Park

(Season opens June 15th)

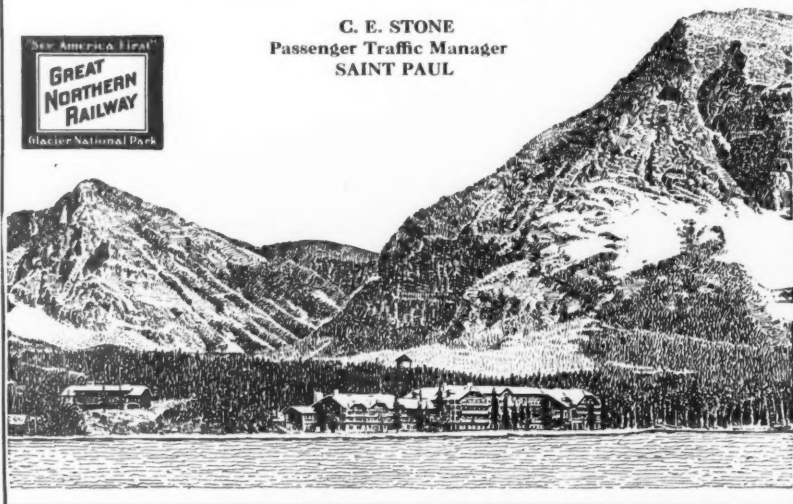
THIS summer, by auto-stage, motor deep in among Glacier Park's splendid Rockies to the great Many-Glacier Hotel. Enjoy the "Many-Glacier's" wonderful "forest-lobby" and novel indoor campfires. Then "saddle up" and, on the back of a sturdy Glacier Park pony, by Swiftcurrent Pass scale the Continental Divide. Ride to phenomenal Iceberg Lake, too, and Cracker Lake, and over skyland Piegan Pass trail.

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Grays Harbor County, Wash., J. W. Hodge, Supt.—"The results obtained by use of P. C. L. brings practically unanimous commendation from the teachers. The lessons are carefully planned. The pupil acquires something to express and the means of expressing it. It is serving our purpose so well that I am glad to recommend it."

Columbia County, Wash., Maude L. Tucker, Supt.—"Our teachers are enthusiastic over the use of P. C. L. They speak of constant progress in better oral and written expression. The lessons are within the ability of the children and are easily handled by the pupils."

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Third Grade, Hoquiam City Schools, Wash., O. A. Hunley—"I have used P. C. L. two years and I think it the best book I have ever seen. The work is well organized and I find it of great assistance to both teacher and pupil. Letter writing is taken up in an interesting manner and holds the attention of the child. This book is an aid to self-expression."

Fourth Grade, Blaine, Wash., Vida Reid—"I am getting splendid results with P. C. L. The 'outline' plan appeals to me. This makes the children's work well organized and original. The variety of work is good."

Fifth and Sixth Grades, Blaine, Wash., Jessie C. Autrieth—"I have taught P. C. L. for two years and I would not change it for any book I have ever seen. I am getting the best results I have ever gotten in all my years of experience."

Seventh Grade, Wallula, Wash., Fred Reath—"The Progressive Composition Lessons are worthy of the name. They are not filled with 'dry dope.'"

WHAT THE NORMAL SCHOOLS SAY

"We have been using P. C. L. in our fifth and sixth grades for the past two years. The children love the stories and are able to do what is suggested with very little help from the teacher. This chance for development of power in this line adds greatly to their interest in all composition work."—**Nell O'Brien, State Normal School, San Jose, Cal.**

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One Graded School, Annie M. Cohan—"I find the outline plan for composition especially helpful."

Island County, Wash., Catherine Hastings, Coupeville, Grades 4, 6, 7—"I find the definite arrangement of the work, the thorough oral work preceding the written and the stress placed on outlining make a most successful and interesting composition course."

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South Bend, Wash., City Schools, Maud Wyant—"P. C. L. is the best book in composition I have ever used. By the use of the outline I get better compositions from my pupils this year than I ever succeeded in getting before."

Skagit County, Wash., Minnie Thibert, Member County Board—"The P. C. L. are fully as good as I expected. The children enjoy the variety of topics and are certainly improving in composition."

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Eatonville, Miss L. M. Loeffler—"The P. C. L. appeals to the children."

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work in the grades."—**Mrs. Margaret Yost, State Normal School, Cheney, Wash.**

"Work that is so progressive, systematic, and well organized cannot fail to bring results helpful to both teacher and pupil."—**Josephine Fitzgerald, State Normal School, Cheney, Wash.**

"The Progressive Composition Lessons meet with my hearty approval."—**Maude E. Drake, State Normal School, Bellingham, Wash.**

"After a trial of several months in the seventh and eighth grades of our training school, I unhesitatingly pronounce P. C. L. the best I have ever used."—**Minnie I. Termaat, State Normal School, Bellingham, Wash.**

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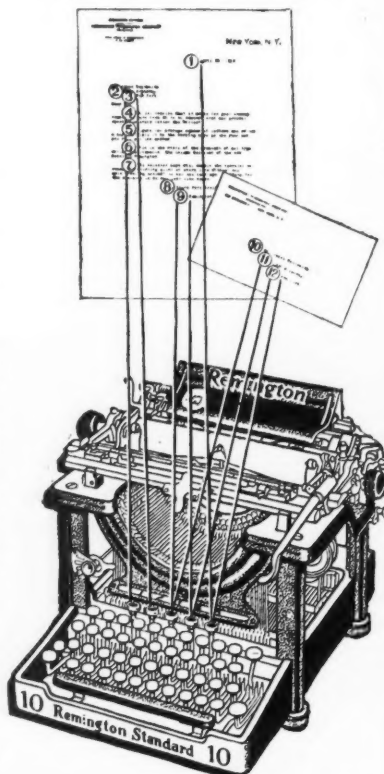
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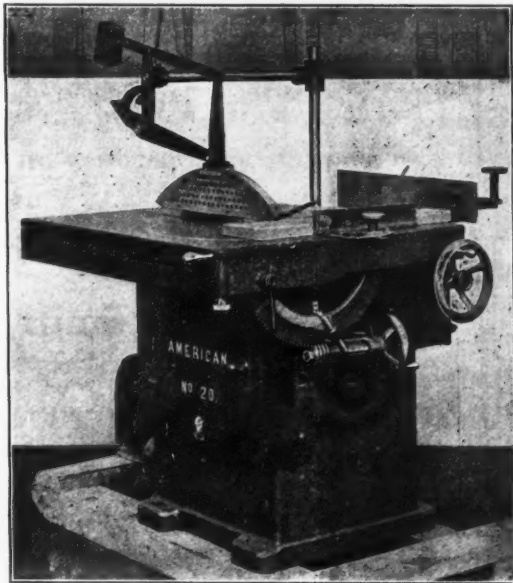
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I have certainly worked our table to the limit both extra heavy and extra light duty.

The safety devices have been noticed very favorably by all who have seen it in operation. Mr. Hoff, our factory inspector, having sent men from other shops to see it.

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E. J. BURROUGHS, Supervisor,
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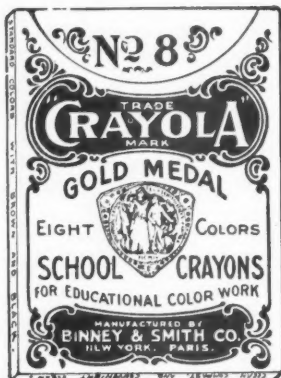
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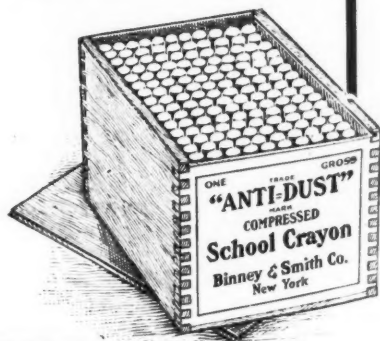
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